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ABSTRACT

This case study deals with efforts made in one city to enhance the professional development strategies of schools by placing them under the auspices of a Successful Teacher Center (STC). The teacher center for the "Iroquois City" schools (Iroquois City is a fictitious name) was one of nine sites chosen by the Documentation and Technical Assistance (DTA) project as representing exemplary strategies for problem solving in urban schools. In the paper, a narrative of the daily activities of the STC is presented, with a focus on the Center's establishment, the orientation of the Center's Board, needs assessment in the schools, a retreat to clarify the role and purposes of the STC, and the relationship between technical assistance staff and the Board. Efforts to restructure the Center after the resignation of its first coordinator are also reviewed, as are the provisions made to ensure the STC's ongoing existence after Federal funding ended. The report summarizes the impact of the project on participating schools, and concludes by reviewing some of the lessons learned from the project. These lessons are related to: (1) problems encountered with technical assistance projects that are generated from the outside; (2) problems with school staff understanding, training, and participation; (3) duplication of services; (4) applicability of a given program to different school environments; and (5) program administration. (GC)

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IROQUOIS CITY:

PROBLEMS IN EXTERNAL GENERATION OF A TEACHER CENTER

Steven Sherlock

4/83

April 1978

DOCUMENTATION AND TECHNICAL ASSISTANCE

IN URBAN SCHOOLS

UD 022 759

This paper is part of the Documentation and Technical Assistance Project of the Center for New Schools, 59 East Van Buren Street, Chicago, Illinois. This Project is funded by the School Capacity for Problem Solving Program of the National Institute of Education, contract #400-75-0018. The views expressed in this paper do not necessarily reflect views of that agency.

PROJECT OVERVIEW

The Documentation and Technical Assistance in Urban Schools Project (DTA) is an effort to learn more about how to make urban public schools work better for urban students. Toward this end, DTA combines educational research and practice within one project. DTA's mandate has three interrelated parts:

> DOCUMENTATION - to study, using primarily ethnographic techniques, the ways in which selected urban schools organize themselves to solve problems. Documentation focuses upon nine sites throughout the country selected and funded by NIE to continue to engage in locally initiated improvement activities.
>
> TECHNICAL ASSISTANCE - to develop in practice specific strategies which are designed to improve urban public schooling. Technical assistance strategies are based in part upon documentation of useful practices in the nine funded sites.
>
> LINKAGE - to increase understanding, through observation of DTA's attempts to link documentation with technical assistance, of the processes through which research can be useful to practice, and practice can influence research.

This case study is a product of the documentation effort. The ideas, commitment, hard work, successes and disappointments of the people directly working within urban schools on a day-to-day basis is in a very real sense the base of DTA. This case study captures part of that experience in one of the sites. It is our hope that this description will be useful to researchers, policy planners and particularly to the people who work directly in schools in their efforts to improve the quality and validity of the educational experiences for urban students.

Thomas A. Wilson
DTA Project Director

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PREFACE TO A SERIES OF CASE STUDIES

Produced by the

DOCUMENTATION AND TECHNICAL ASSISTANCE PROJECT (DTA)

In 1974 the Local Capacity for Problem Solving Group of the National Institute of Education held a national competition to identify locally initiated projects which showed promise of fundamentally improving urban schools. They were searching for projects which sought to restructure schools in such ways that the schools could successfully work in solving their problems in an ongoing fashion, rather than for the projects which sought to introduce some one shot, particular innovation. They selected nine projects which included a variety of strategies and approaches such as teacher centers, organizational consultation, and community involvement arrangements. This document is a case study of one of these nine projects.

The purpose of this preface is to briefly outline general contextual and methodological issues relating to the production of this case study. We believe that researchers usually shy away from sharing this information and the information is valuable because it answers many of the readers' questions and helps the readers to interpret and use the case study. The readers can find more details on all these issues in the DTA paper "Explorations of the Concept of Local Capacity for Problem Solving" (S. Wilson, 1977). Similarly, the site researchers address many of these issues in the methodological appendices to their case studies.

Focus of the Case Study - Charge Given to Site Researchers

In each of the nine sites there was a particular strategy that was funded by NIE. That is, certain people had written the proposal and were involved in intervening to help improve the schools in ways that they thought

would build a long term capacity for problem solving. The site researchers were primarily responsible for documenting the playing out of that strategy. They were charged with answering these kind of questions: How did the interveners think schools needed to be restructured? How did these interveners think they could effectively take action to facilitate this restructuring? What did they actually do? What happened as they tried to intervene? Why did it happen? What did the school people with whom they work think about what was happening? What other characteristics of the site influenced the course of events? What was the impact of the intervener's actions? NIE had spent considerable time on selecting these promising strategies, and site researchers were expected to document them thoroughly. There was much to learn from these concrete attempts to improve schools.

We hoped, of course, that in documenting these particular strategies, the site researchers would be able to provide a more general analysis of how and why schools do and don't solve their problems, and even more fundamentally of how urban schools function. To varying degrees this more general analysis is explicitly, or implicitly, present in the case studies. The reader, however, should not expect a study of schools as total settings. Clearly, the prime focus was on documenting the particular NIE funded strategy, and often that task consumed most of the site researcher's energies. In the middle of the documentation, we began to ask questions about the wisdom of this concentration on the funded strategy and we invite readers to share our questioning as they explore the case studies.

Timing

Below we present a time line which will help the reader see how the research fit into the history of the sites, and how much time was spent in the field.

September 1974	Nine sites funded activity begins.
January 1975	DTA contractor selected for project.
April 1975	Site researchers begin studying sites and attempt historical reconstruction of events up to their entry in the field.
July 1976	Site researchers begin to write drafts of case studies documenting period of observation. They continue to document sites at reduced level.
November 1976	Site researchers return to field to observe at full effort.
June 1977	Nine site funding ends.
June 1977	Site researchers begin to write final drafts of case studies incorporating critiques of first draft and new data gathered from second period of observation.

At full effort, site researchers spent about three days a week in the field. The details of dates and amounts of time spent in the field vary from site to site. Readers are urged to consult the methodological appendices of the case studies for details.

DTA Project Context

Site researchers were not scholars pursuing independent research projects. While they were given considerable latitude to shape their own research activities, they were working on a specific government contract. The readers may find it helpful in understanding the research to be aware of this DTA project context.

This context may have influenced the research by the demands it made on site researchers' energies and by the implicit values it fostered. We have already mentioned how the contract shaped the focus. In addition to producing

case studies, site researchers were needed to support other project activities including comparative cross site analysis' testing of an experimental computerized data storage and retrieval system for qualitative data, and ongoing assistance to schools.

This last activity needs elaboration. Based on an analysis that many research findings do not really get used to improve schools, the DTA contract called for the innovative combination of research on efforts to improve schools with the simultaneous attempts within the same project to use that information to help other schools. Thus, site researchers were involved in activities such as responding to assistance staff questions, visiting the schools that were being assisted, and participating in seminars designed to see how their research could be useful.

The readers should realize, then, that site researchers were not able to focus their energies exclusively on the production of the case studies. Their data and analysis had to serve many other purposes. Also, the contract did not only influence time expenditure. Many people within the DTA project -- including some site researchers -- were not convinced that traditional case studies were the most powerful format for sharing research so that it helped in the improvement of schools. The emphasis on <u>using</u> the research thus influenced DTA staff's decisions about what the case studies should look like, and even the value some placed on the case study relative to other activities. We invite the reader to read the other DTA papers, in addition to reading the case studies, and to join us in reflection on what are the most powerful ways to use research.

Research Methodology and Theoretical Orientations

Site researchers were requested to use a grounded research process. That is, they were asked to build their generalizations on analysis that emerged from ongoing data collection and to test critically the relevance of outside theoretical concepts and frameworks against the day-to-day life of the site they were studying. Grounded research was deemed appropriate for two reasons:

1. The concept, local capacity for problem solving, is relatively new in educational change projects. DTA was exploring the meaning and usefulness of the concept. We felt it would be premature to limit the data collection relevant to this exploration by pre-specifying the concepts and research activities.

2. The nine sites project staff, the core staff of the two organizations who received the DTA contract and the site researchers represent a wide diversity of experience, disciplinary background, and theoretical orientations. A grounded research approach would allow the flexibility necessary for each case study research effort to benefit from the theoretical orientations that would be most appropriate for understanding events at that site.

As a result the case studies vary considerably in the nature of their theoretical emphasis and indeed in the amount of explicit theorizing. Most of the case studies concentrate on description and have first level interpretation. In this way, they attempt to serve as a resource to readers from various disciplines and theoretical dispositions.

Concretely, site researchers used a variety of techniques to collect data. These techniques included some combination of participant observation, formal interviewing, informal interviewing, document analysis, and quantitative techniques. They observed in a variety of behavior settings. The specific details are described in each case study.

The project described in this case study was undertaken by serious, caring people trying to improve urban schools. We are grateful to the

participants for letting us learn from their experiences -- to share vicariously the joy of their accomplishments, and with them to puzzle through their difficulties. We hope the reader finds what s(he) needs in entering these pages.

Stephen Wilson
Head, Documentation Team DTA

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INTRODUCTION

INTRODUCTION

This case study deals with the efforts made in Iroquois City to enhance the professional development strategies of the schools by placing them under the auspices of a teacher center. The research was conducted from August 1975 through June 1975. The STC was a Satellite of a Successful Teacher Center that was affiliated with both a major university and the city School System.

This introduction aims at briefly orienting the reader to the Iroquois City group's vision for improving their local schools, and to how they intended to operationalize their ideas. In addition, the resultant structures will be sketched for the reader as well as the major themes to be encountered. Extensive details will be included in the chapters that follow to allow a more complete understanding of the project's context, uniqueness and universality.

Prior to any discussion of the project the reader must become familiar with the terminology used in Iroquois City and by the DTA research project personnel for the description and analysis of their effort. Within DTA, projects that were funded by NIE were referred to as funded strategies, technical assistance group (TAGS) or the NIE sites. The nine sites were funded by NIE to support local efforts to build a capacity for problem-solving. (See Preface to a Series of Case Studies). Iroquois City was one of the chosen sites. These terms were all externally generated and were not used in Iroquois City where the funded strategy was referred to as the Satellite Teacher Center (STC). The title is a descriptive explanation of the Iroquois effort to improve their schools. It was a teacher center located in the locale known as Greater Barrington. Though the narrative of this case study clearly establishes the Iroquois City project's own problems in defining what was meant by the term teacher center, let it suffice to say that in its

simplest form a teacher center is a structure designed and usually controlled by teachers to help other teachers.

Objectives

The rationale for the NIE grant to the funded strategies was that a local capacity for sustained problem-solving could be developed in the schools. (See Preface to Case Studies for further explanation). It should be noted that NIE did not attempt to define this concept nor did it impose objectives that had to be met during the existence. The objectives of the STC were locally generated and can be categorized as strategic and tactical. In this respect, there existed a significant difference between the understandings of the STC participants, and the proposal writers (two interrelated, but distinctly separate groups).

The proposal writers' strategic objective was to increase the control of teachers over their own professional lives. In an interview with the site researcher, he stated that the key to the objective was the control of staff development funds. Traditionally those funds have been controlled by administrators. He saw teacher centers as a way to shift control of the budget and decisions for staff development from administrators to teachers. He stated that if power were shifted and lasting changes were made, a structural alteration would also be necessary. Teachers might participate in the building of innovative programs, but as individuals leave the programs fade, thus, if the innovation could be implemented through a teacher center it could provide that structure. It would be an identifiable entity that could be incoporated into the school bureaucracy and outlive the individuals who were involved in its development. Of course, the proposal writers had other objectives for teacher centers, and education in general, but the control of professional

development by teachers was a major theme in the overall strategy and the proliferation of teacher centers was a way to pursue that strategy.

The original participants in the STC itself, did not necessarily know or share the strategic objectives of the proposal writers nor were they involved in the drafting of the proposal for NIE funding. The specific circumstances surrounding the grant award and site selection will be discussed later; however, several points should be made in reference to this. First, the STC participants knew they were receiving money designated for staff development. Second, they were aware that according to the NIE guidelines these funds were to be used to develop a capacity for problem solving, although this team was ill-defined. Third, the proposal writers did not impose their strategic goals on the STC, therefore, the STC was free to develop its own. Among the goals of the STC which were more generalized than those of the proposal writers, were support for educational alternatives, support for the individual's personal needs, and assistance in planning needs assessments. The primary vehicle for the achievement of these objectives was the funding of the school participant's individual proposals. This cast the STC in the role of a funding agency. The tactical objectives were the detailed means for achieving a capacity for problem-solving through the teacher center structure and its funding of proposals. How these tactical objectives were formulated and operationalized will be discussed throughout the narrative of this case study.

The structure being discussed in this study is the Satellite Teacher Center. Its personnel included a coordinator; a community liaison worker (also referred to as a Community Resource Developer); a board of directors composed of teacher, parent and administrative representatives; and a board of Executive officers. The client populations of the STC were the four school-communities in the Greater Barrington section of Iroquois City. The office and meeting

place of the STC was located in one of the four client schools. The structure and function of the STC will be detailed in Chapter II.

Themes and Issues

In the description and analysis of the STC project I have chosen to use a chronological narrative to tell the story in order to relate in detail the daily frustrations, satisfactions, and problems that were encountered. This narrative presents a very detailed account that conveys the repetitive experiences of the Board which became a major theme in the STC story. There is much for educational practitioners and researchers alike to learn from the STC situation. Ethnography serves as a "culture picture" (Wolcott, 1975) and is a data base for practitioners and researchers. There were a number of themes and issues which emerged from the data. First, a feeling of uncertainty existed among the STC staff, board of directors and clients as to exactly what was the purpose of the STC. The proposal writers were part of the Iroquois City/Iroquois University Teacher Center, which was a TAG just as the STC was a TAG. The former operated in the South Centerville area of Iroquois City while the STC operated in Greater Barrington. As stated, however, they did not have the same personnel or objectives, but they did have the same proposal writers. The principal investigator or primary proposal writer decided to allow the STC to function and develop independently from the Iroquois City/Iroquois University Teacher Center. After he assisted in the establishment of the STC, it was autonomous. He was ultimately responsible for the project, but he decided to take the position that as long as the STC did not act illegally he would not interfere in its activities. Though the STC had this autonomy, the principal investigator, Dick Ayres, eventually hoped that the STC would be one of many satellite centers, all part of a

loose network. The Iroquois City/Iroquois University Teacher Center would be the hub or connection for the satellite centers, performing liaison and technical assistance functions. I have documented how the varying conceptions of teacher centers affected the STC's development and operation. In addition, I will discuss the origins of the uncertainties surrounding the STC, and their role in its development.

Second, the unique aspects of this particular project are emphasized particularly in chapter II which describes its setting and history. The local political and economic realities of the school system played a significant part in shaping the STC. It will be seen that these economic and political factors help explain the way in which the project was initiated, the lack of support and ownership in the client schools, and the reasons for the confusion and ambiguity about the purpose of the project.

Third, a major restructuring of the STC which occurred in the third, and final, year of the project brought into focus several questions about the role and functions of the staff and of the Board of Directors. It also precipitated a re-evaluation of the STC as a teacher center whose primary role was funding school participants' proposals. Although it was never boldly stated, there appeared to be a feeling that this format did not allow the STC an opportunity to develop a coherent program. In many ways the program was formed by the content of the school participants' proposals and not by the action of the STC Board. In addition, there was a discussion of whether the STC should continue after the NIE funding ended.

Fourth, the STC ceased to exist when the NIE funding ended. Yet, its brief existence had to have some impact on the school-community. The major activity of the STC was funding inservice proposals and assisting the schools in conducting needs assessments. In Chapter V I discuss who the STC funded,

for what kinds of activities, the role of the needs assessments, and efforts of the STC at community involvement. These issues are used to gage the total impact of the project.

In Chapters II, III, and IV I present the narrative of the daily existence of the STC. Each Chapter deals with one of the three years that the STC existed. In Chapter II, the major events are the establishment of the STC, the orientation of the Board, and the initiation of STC activities. Major events in Chapter III include needs assessments in the schools, a retreat to clarify the purposes and role of the STC, and attempts to define the relationship of the STC staff and Board. The end of the second year brought the resignation of the STC coordinator. Chapter IV is therefore, primarily concerned with the restructuring of the STC, efforts to find more quarters for the STC, and attempts to insure the existence of the STC after NIE funding ended. Chapter VI provides a summary of some of the lessons to be learned from the STC experience.

Readers with an interest in educational innovation projects may be disappointed that this case study does not deal directly with day-to-day classroom interactions. This is not because interesting or successful programs were absent in the schools served by the STC. It is because the STC was involved with teacher center meetings and activities. This very fact holds implications for those concerned with school improvement.

CHAPTER I: SETTING AND HISTORY

SETTING AND HISTORY

Introduction

In this chapter I will describe the city, the school system, and the specific school-communities in which the project was located. The context and history of the STC are important elements in the story of the project, and will enhance the reader's understanding of what happened and why.

The City

Iroquois City is a prosperous city that takes pride in its liberal/progressive social attitudes. A strong commitment to education is part of its cultural traditions. The protrayal of Iroquois City as an example of an urban environment with a relatively high quality of life is based on fact. Occasionally, however, zealous natives or highly impressed visitors exaggerate the virtues of the city and transform it into a near social paradise. A distorted perception of the social environment can only detract from an individual's understanding of a specific phenomenon such as the project described in this report. The city is more complex than the common stereotypes portray.

The following description of the city is based on data from a report by the Public Schools Research and Evaluation Department.

The city itself has a population of just under one-half million and is part of a two-city metropolitan area of about two million. It is governed by a council-dominated system with the mayor holding two-year terms. Iroquois City is a regional center for banking, finance and insurance. Unemployment rates are typically lower than in most cities. In June, 1974 the national rate was 5.2% while the city's rate was 4.0%

The population is predominantly white. In 1960 only 3% of the population was non-white. By 1970 the non-white figure more than doubled yet was still

only 6.4%. About 70% of the non-white population is Black and most of the rest is American Indian, predominantly Chippewa and Sioux. Approximately 15% of the elementary school children in 1970 were non-white. There is some debate as to what is the significance of the high percentage of white population in the city, an issue beyond the scope of this study. But whatever its significance, it is an aspect of the city this is not typical of most major American cities. The racial/ethnic composition of a city is useful data in that it indicates something about the cultures and traditions that one might expect to find in the city. However, it seems clear to me that explanations for the high quality of life in the city are to be found in the economic data, such as the low unemployment rates, not in the racial data.

As I stated earlier, one must also remember that while Iroquois City may be prosperous, it is not a paradise. There are problems in the city, and as is characteristic in modern industrial societies, non-whites seem to bear the brunt of these problems. Nine out of ten Black Iroquois City residents live in one-tenth of the city's area. The same area also houses most of the American Indian population. These areas have the lowest median income, the most dilapidated housing, and highest juvenile deliquency rate.

Iroquois City

Dr. Sidney A. Hatfield was the superintendent of schools in Iroquois City from 1967 until he resigned in 1974. Dr. Hatfield instituted two main goals for the school system: 1) the creation of public educational alternatives, i.e., open schools, continuous progress, and contemporary schools, 2) decentralization of the school system.

The following background information will help the reader understand the context in which the teacher center existed. The public school system has

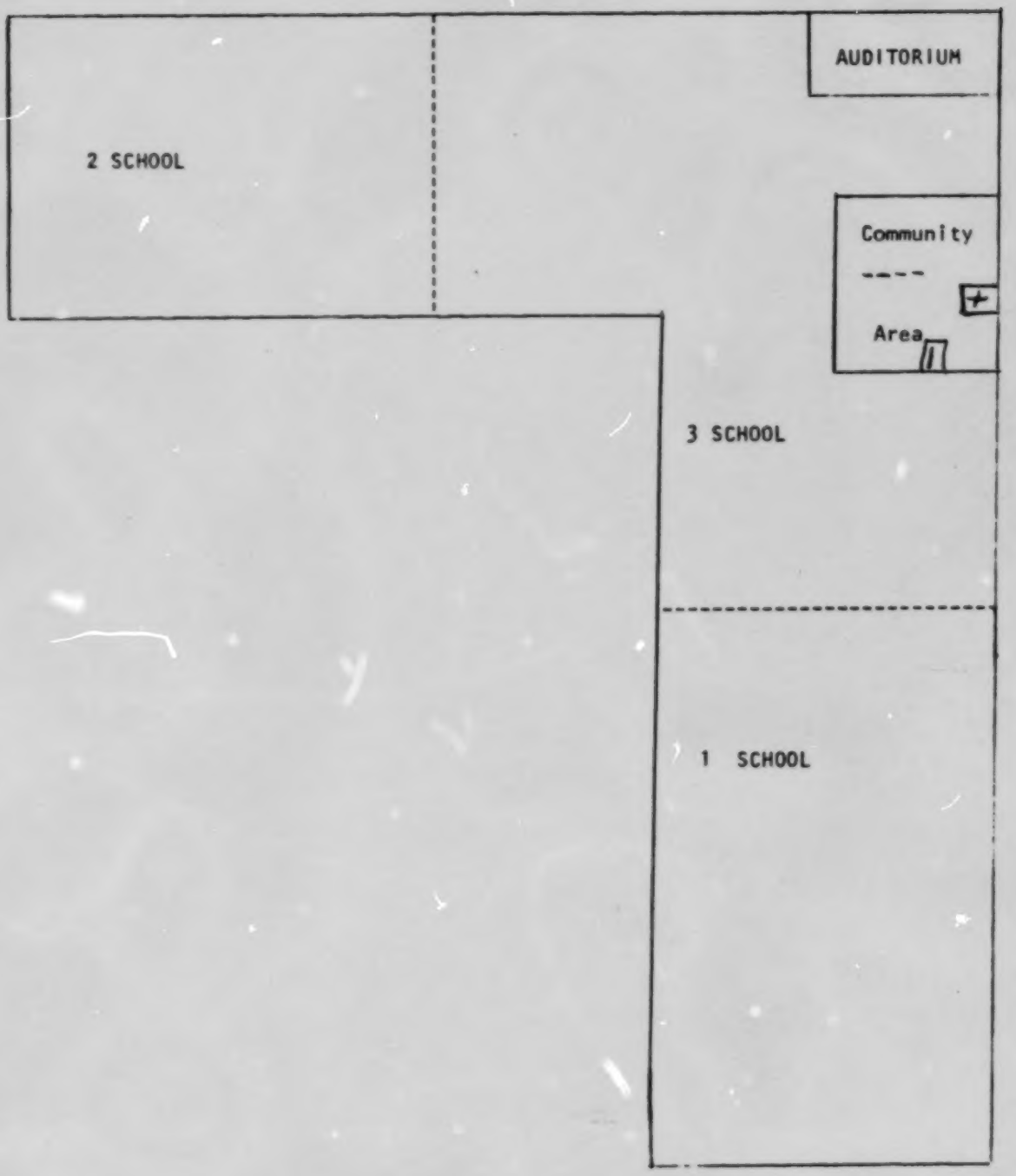
approximately 57,000 students in 100 schools and is governed by an elected board. The system is financed by 40% of the local property tax revenues. (See Appendix B-3 for more data on system.)

The Schools Involved in the Funded Project

The Satellite Teacher Center (STC) serves three elementary schools and one junior high school. The three elementary schools are housed in one large complex known as the Sarah Anne Hathaway complex. The individual schools are usually referred to by numbers as School 1, 2, or 3. The Hathaway complex which opened in the fall of 1975 brought together three schools that had been previously housed in buildings erected before 1890. They had all been located within a mile or so of the new complex. The three schools all represent different educational programs or philosophies which were in operation before the move to Hathaway. School 3 is the contemporary program, school 2 is continuous progress, and school 1 is a modified open school. Any student in the Hathaway area can attend the program of his or her choice.

The Hathaway building is 'L' shaped and occupies an area of approximately two blocks. The figure below indicates the locations of the three schools within the building. Each school has its own class area principal, staff, and media center. The principals make joint decisions concerning programs involving two or more of the schools and the use of the common auditorium.

FIGURE 1: Location of the Schools in the Building



The following is the Iroquois City school system's rationale for, and goal of, the expanded community schools of which Hathaway is one.

> The concept of the expanded community school is new for Iroquois City. It was conceived out of the work of the Citizens' School Facilities Committee and recommended to the Iroquois City Board of Education by it in February, 1971. It was born out of a need to replace pre-1890 school buildings and a need to desegregate its school system. It is believed it will provide additional services to the community and use staff more effectively and efficiently. The expanded community school will meet these needs; however, it will be dedicated to an overriding goal. This goal is to provide educational experience for the people it serves in an integrated setting. (Pg. 3 of Alternative Education Programs, Greater Barrington Expanded Community School.)

The three elementary schools are all designated Title I schools, while the junior high is not. Designation as a Title I school qualifies the school to receive funds under the Elementary and Secondary Education Act of 1965. By 1973 Title I programs in Iroquois City had narrowed their earlier scope from providing general social services to more limited programs. They concentrate on providing reading and math help for children performing at least one year below grade level. In order to qualify for Title I status the schools had to have percentages of families receiving AFDC of over $2,000 per year, or earning less than $2,000 annually, greater than the city-wide percentages for families in those categories. (The Title I ESEA Program In Iroquois City: 1973-74. An Evaluation. Iroquois City Schools Research and Evaluation Department, 1975.)

Hathaway 3

'Three' program is called the contemporary school, but its educational philosophy is that of the traditional school with 30 students to one teacher per room. Children are assigned to classes by grade level and grouped by performance level and needs.

The following Table lists the enrollment, percentage of students eligible for the school lunch program, percentage of teachers with Masters degrees, and the percentage of minority groups. The reading and math scores can be found in Appendix E.

TABLE I: Characteristics of the Schools

Characteristic	Hathaway 1	Hathaway 2	Hathaway 3	Merrill +	Averages for City
Enrollment	582	632	632	983	
Percentage eligible for School Lunch Program	69%	54%	51%	37%	35% (Jr. Highs 31%)
Percentage of teachers with Masters degree	39%	50%	37%	47%	42% (Jr. High 57%)
Percentage minority group members					
students	38.73%	39.81%	41.86%	41.66%	19.1%
teachers	4.76%	0	5.26%	10.42%	10.0%

The three elementary schools display similar characteristics, but all have higher than the city average in minority student population. The Jr. High is closer to the city average.

Hathaway 2

'Two' program is the continuous progress model. The building is divided into learning areas to accommodate 120 to 150 students. Assigned to these groups of 120 to 150 students are four or five team teachers. The student-teacher ratio is similar to that in '3' program, but the single, self-contained classroom is eliminated. The team areas are divided from each other, and internal team areas are sometimes broken up by using shelves or furniture as dividers. The children in a team are grouped so that there is a maximum of three years age difference between the youngest and the oldest. The basic philosophy of the continuous progress program is that each child should move through the curriculum at his or her own pace.

Hathaway 1

'One' program is the modified open school. Like the 2 program there is team teaching. There are six teachers per team and up to 150 students per group. The groups are called "families" and are designated by color. The family or team areas are not physically partitioned as they are in the 2 program. There is a major philosophical difference between the 2 and the 1 programs. Both involve structured learning, and allow students to move at their own pace. However, the program attempts to provide a wider variety of choices of learning experiences for the student. For example, according to the continuous progress philosophy, all students in a group move through a text at their own speeds. In an open program, the students might choose different modes of learning as well as speeds. More specifically, some students might choose to read novels instead of text books to improve language skills.

The family groupings in '1' program cover an age span of three years. Within families there is an effort to individualize the learning process.

There is also an effort to emphasize that the student should have an active, rather than a passive, role in the learning process. One method that is employed to meet the program goals is the use of contracts. A student contracts with the teacher exactly what he or she is going to do in a specific area. In this way the student has an opportunity to choose from a variety of learning materials and to take the initiative in the learning process with the teacher monitoring and evaluating the student's work.

It should be noted that in all the programs at Hathaway, aides are employed. Some aides work in the classrooms or families and assist in instruction. Some supervise busing operations, and still others act as counselors. Volunteers are also a resource in the schools. Each school maintains at least one teacher unassigned, i.e., not assigned to a class. These teachers coordinate volunteers, develop math or reading programs, and perform numerous other functions.

There is a special education staff in each school. The schools also have access to the Greater Barrington consultants who are available to give teachers assistance in math, reading, social science, language arts, etc.

This affluent staffing pattern has been made possible by the commitment to education in Iroquois City and the existence of Federal funds. Whether the resources to maintain these staffing patterns will continue to be available in the future is doubtful.

Merrill Jr. High School

Merrill J.H.S is the only non-elementary school among the client schools. It is located approximately one mile from the Hathaway complex. Some of the students, but not all, from the Hathaway complex will attend Merrill after grade six. Merrill also draws students from other schools.

Merrill, housed in a large old three-story structure, encompasses the seventh to ninth grades. Students are grouped in homerooms and are instructed in traditional classrooms with a student-teacher ratio of about thirty to one.

The Longrifle Neighborhood

The recent implementation of the busing program has changed the communities served by the project schools. An Iroquois City Accountability Report on Community Involvement observes that,

> "Without judging the merits or disadvantages of regrouping students for promoting integration or establishing alternatives, it is acknowledged that the resulting flux creates difficulties relating to community participation. Community members are confronted with the task of developing new personal relationships, of getting acquainted with each other." (Community Involvement, Iroquois City Accountability Project, 1975.)

The junior high schools were not so greatly affected by the changes in boundaries because they traditionally draw from a broader geographical area than the elementary schools. In 1975 only about 65 out of 900 Merrill students were bused in for integration purposes.

The effect on the elementary school communities is more pronounced. It raises a series of interesting questions. How can the school's community be defined? How will the geographical 'outsiders' be included in the school community? Will the geographic dispersion weaken the community's position in the school? However, the busing program is relatively new, and the data needed to deal with those questions are not available. Therefore, when I speak of the community served by the project schools, I am primarily referring to the area known as the Longrifle Neighborhood.

There is another justification for being primarily concerned with the Longrifle Neighborhood. The bulk of the student population of the Hathaway

complex is drawn from Longrifle. Longrifle is approximately 550 square blocks in area. It is composed of nine diversified neighborhoods. Most of the original construction in the Longrifle area occurred between 1890 and 1910 and includes both modest working class and very large upper-middle class homes. Some industrial and commercial areas can also be found in the community.

The Longrifle community was a Model Cities area when that program was funded. As I have mentioned, the three elementary schools in the project are all Title I schools. The minority population in the Title I area is more than twice that of the city wide minority population. Both the average education and income levels are below the city wide averages.

The Title I figures bear out the fact that the Longrifle area suffers at least to some extent, the problems of urban, low-income areas. By the early 1970's, income levels were below city averages, unemployment was high, available housing had dropped due to freeway construction, there was a high rate of alocholism in the community, a large school drop-out rate, health care problems for the many elderly residents, and 20% of the city's crime rate for only 10% of its population (Iroquois City Model City Second Year Problem Analysis, 1971).

Yet, the feelings experienced during a walk in the Longrifle community are not depression or fear. Despite the preceding statistics and descriptions, the neighborhoods seem alive and hopeful which is, in a sense, a phenomenon of Iroquois City's relative prosperity. This is not to say that there is no poverty in the neighborhoods. However, the high incidence of burned out buildings, boarded up houses, vacant lots and improverished looking people that mark urban areas such as New York and Detroit are not present. The

scenery, especially near the Longrifle Park area, is more likely to consist of somewhat picturesque tree lined streets. Many houses are old, but most appear to be reasonably well kept.

History of the Project

Introduction

As noted the Satellite Teacher Center was not conceived in Greater Barrington but had its origins in South Centerville. As the story of the STC unfolds, it becomes obvious that the external generation of the project was a problem for the STC. Part of the problem stems from the fact that Greater Barrington and South Centerville are very different communities. The following data will provide the reader with a sense of the differences between the two communities and will also provide historical background on the origins of the STC.

South Centerville

South Centerville is a small and somewhat unusual community stemming from the fact that Iroquois University is located there and that it was also the site for a major alternative education project, South Centerville Alternatives (SCA). The community is heterogeneous, and the population includes working class and housing project residents, as well as students and faculty from the University.

South Centerville Alternative (SCA)

The South Centerville Alternatives program, SCA, was funded by NIE Experimental Schools (then O.E.) It was a five year project, lasting from the fall of 1971 to the fall of 1976. The funding was about $7 million in addition to the city budget allocations. The object of the program was to offer educational alternatives to each family in the South Centerville district.

The project offered four elementary programs from which families could choose. A traditional K-6 program known as contemporary was located in Jones school. Smith and Manley schools were combined to provide a continuous progress program for K-6. The open program for K-6 was located in Lawton school and the free school which served K-12 was situated in a building that had previously been occupied by Manley. All the programs with the exception of the 7-12 grades at the Free School, fed into Hardy-University High School which did not offer three distinct programs. Families were given the opportunity of choosing between Hardy-U or the Free School at the secondary level.

Hardy H.S. resulted from the merger of the University High School and Hardy High in 1968. Their merger brought together students and faculty of diverse backgrounds. It provided Hardy with direct access to University resources and the University with a "real" urban school with which to work. It also created a structural connection between the University and the city school system.

The general consensus in the South Centerville community is that the SCA program was successful. Surveys indicate a high level of family satisfaction with the system and the city evidently was impressed with the project. When the school system committed itself to the introduction of alternatives city-wide, the SCA elementary model with the deletion of the Free School was used.

The SCA received a good deal of national and international recognition. It was visited by educators throughout the project. There are many factors responsible for the successes of the SCA. However, four particular issues are relevant to an understanding of Greater Barrington's perceptions of and attitudes toward SCA.

1) <u>The Community</u>: South Centerville has a reputation for high levels

of community involvement and parent skills and resources. The existence of the University and surrounding community has attracted many parents with a high education level.

2) The University: Both the geographical proximity and the structural connection with the University brought many resources to the SCA schools. Student teachers, consultants, and inservice programs for school staff were made available by the University.

3) The Federal Funds: In addition to the local monetary resources of the community and the University, SCA received about $7 million in federal funds.

4) The "Esprit:" SCA was something of a local and national showpiece. There was an atmosphere of excitement in the schools and the community. Throughout the project people felt that they were doing something new and important. They were proud of it.

It is easy to see how these resources might affect the attitudes of Greater Barrington toward SCA. The city established alternatives and community involvement as goals. Naturally, they looked to SCA as a model. In fact, some Greater Barrington staff trained as interns in SCA. Yet, staff in Greater Barrington were being asked to implement the SCA model without the SCA resources. They may have thought that the things done in SCA were interesting or good. However, they also knew that even though Greater Barrington was going to implement alternatives, they were not going to have the federal funds that SCA did. They also would not have the University or the community resources that SCA had. The attitudes in SCA that are known as "esprit," or pride to an insider, may easily have been perceived as "clannishness" or "snobbishness" by an outsider. The situation was one in which the Greater Barrington staff might well have viewed SCA as a "rich and snobbish stepsister."

The South Centerville Teacher Center

The SCA involved more than just the five schools listed. There were other sturctures within the Project, and among them were: Public Information, Business Advisor Services, Community Education, Internal Evaluation and Staff Development. It is from the original SCA Staff Development service that the South Centerville, and later Iroquois City/Iroquois University Teacher Centers (IC/IU TC) developed. It is impossible to understand the story of the Iroquois City/Iroquois University Teacher Center without knowing something about Dick Ayers, the director of the IC/IU TC and principal investigator of the STC. In fact, the two stories may be one and the same.

Dick Ayers has over 25 years of experience in public education. He began teaching in the Iroquois City secondary system in 1955 after eight years as a secondary teacher and administrator in Iowa. From 1960 to 1965 he was a counselor in Iroquois City secondary schools after which he became a staff consultant for Iroquois City Public Schools. In this latter position he was responsible for the management and training of all paraprofessional personnel, and shared the responsibility for training professional staff. In 1970-71 he took a sabbatical leave to complete work on his Ed.D. at the University of Northridge. He received the degree in 1972. Thus, at the beginning of the SCA project, Dick had 16 years experience in Iroquois City schools; he had gone up "through the ranks" to a city-wide consultant position; personnel and staff development had become specialities of his; and he was about to be awarded his Ed.D. He had also established close professional and personal contacts with the school superintendent and top administrators.

Dick had consulted with the authors during the writing of the original SCA proposal, therefore it is not surprising that he was offered the position of director of staff development in the project. He accepted, and during

the first year, 1971-72, chiefly helped staff identify needs. During the second year, 1972-73, the SCA Teacher Center was formed. An account of how and why the center began appears in the final report of the SCA project. The primary function of the center was staff development, and Dick acted chiefly as a broker, i.e. helping staff find resources.

In the summer of 1973 a second center followed. There had been interest in the past in linkage of the public school system and the University. It had existed in the joint governance of Hardy-U High. However, a staff development structure, such as the MTC, was an ideal vehicle to join the University and the public schools together. Dick Ayers also seemed to be an ideal person to direct such an undertaking. He had very good connections and was established in the public school system; he also had University ties; and he was directing staff development in the SCA project which was located at the University's doorstep.

Negotiations were carried out during the spring of 1973 between officials of the University and the school system. The result was the creation of the Iroquois City/Iroquois University Teacher Center in July 1973. Although the SCA final report indicated that there was some question initially as to whether Dick or the director of SCA would be in charge, Dick was appointed director. The funding for the center was 50% University and 50% Iroquois City Public School funds. The new TC was housed in Wheeler Hall on the Iroquois University campus where it had a large lounge/work area and several offices. Dick held both University and public school employment status. He was, in fact, living in both worlds. The budget for the Iroquois City/Iroquois University Teacher Center was over $200,000 per year. That was entirely independent of the MTC, therefore the Iroquois City/Iroquois University Teacher Center was independent from the SCA, even though it was in fact part of it.

The original structure of the Model Teacher Center (MTC) consisted of a board and a director. The board was composed of seven faculty from the SCA schools, one principal, three parents, and two secondary students. Dick was the director. The board had decision making authority, and Dick was to execute decisions.

When the IC/IU TC was created, the MTC board was incorporated as an inservice committee that controlled only the SCA funds. An inservice coordinator replaced Dick as executor of Model Teacher Center (MTC) board decisions, since Dick was now director of the IC/IU Teacher Center. The board for the IC/IU Teacher Center had eight members. Four were appointed by the Iroquois City superintendent of schools, and four by the dean of the College of Education at the University. There were two community representatives, one named by the school system, the other by the university. A committee composed of four persons, two deans and two superintendents from the school system, held veto power over the board.

When the third year of the SCA began in 1973, the MTC was actually the inservice committee of the IC/IU TC. This meant that the MTC board became a funding agency for proposals submitted by SCA staff. The inservice coordinator carried out the administrative details of the board's decisions. The inservice committee controlled only the SCA staff development funds, not the larger IC/IU TC budget. The functions of the MTC are described in the SCA final report as follows.

> Essentially, then the TC inservice committee developed as a fund-granting forum for balancing requests. Almost entirely, they approved or adjusted what others proposed, without advancing to advocacy on their own. SCA staff development strategy remained the sum of individual strategies, school by school and teacher by teacher. Except that most of the money passed pretty much in bloc to the schools, that was not so very different from Year 1. What was different was that while a director could help people clarify problems and brain-storm solutions, a coordinating committee could not. (SCA Final Report. 1976, Iroquois City School System, p. 162.)

The above role is very similar to the one adopted by the Satellite Teacher Center. However, as the data in following chapters indicate, the model met with difficulties.

During the remaining three years of the SCA project, the IC/IU Teacher Center grew and diversified. Of course, opinions concerning the Center's activities vary. The SCA Final Report makes the following assessment.

> ...from Year-3 on, the IC/IU Teacher Center developed remarkable expansionist momentum. It became the umbrella organization for a diverse array of pre-service, in-service, and community training activities. In behalf of the alternatives idea, Ayers and now numerous staff sought system-wide for ways to export the skills and experience being gained in South Centerville. By Year-5 IC/IU was proposing to manage a nationwide dissemination network among big-city school districts...
>
> There will be (and are) very varied opinions of the program strategies and organizational entrepreneurship which make up this story. Some will understand an imaginative and far seeing effort to insure SCA's long range change impact on both the school system and the professional preparation of future teachers. Others will judge that SCA conceded too much too soon to the self interest of an entrenched professoriate, at the expense of careful staff development in SCA proper. Some will see Ayers' organizational style as catalytic and creative, relaxing bureaucratic constraints and enabling people to combine their energies in new ways. Others will dismiss it as sophisticated empire-building, a bubble bound to burst. (SCA Final Report, pp. 153-154.)

What is important is that it was the "remarkable expansionist momentum" that was responsible for the creation of the STC which is the subject of this study.

The Proposal for the Greater Barrington Center

The IC/IU Teacher Center was not limiting its activities to the SCA. The IC/IU Teacher Center strategy is described in the SCA Final Report.

> The new Teacher Center quickly reserved its IC/IU program funds for proposals that brought school and University people together for city-wide service and impact. Easily combined with this was a concept of Teacher Center itself as ideal agent for systematic change. Experienced teachers and administrators

> could take internships and course credits in South Centerville, and then return to other Iroquois City settings as trained advocates of an alternatives pattern. Enhancing this strategy there could be satellite teacher centers based on clusters of schools not unlike SCA.
>
> Thus the grand design emerged of a new service delivery system for educational training, oriented to alternatives. By sophisticated matrix-charted organization, artful combinations of hard and soft money, and personnel time-sharing with other units of school system or University, Ayers added pieces to the package in bewildering array. Community liaison parents, for example, were partially supported by Teacher Center as trainers of volunteers. District funds and staff for all aid training were transfered to the Center. (SCA Final Report, p. 163.)

It is not surprising that Dick responded to a NIE Request for Proposal (RFP) in the spring of 1974. The stated purpose of the grants to be awarded by NIE was to, "develop organizational strategies for sustained improvement of urban schools." The following is NIE's description of the types of proposals they would be funding.

> The National Institute of Education (NIE) is interested in studying the potential of various organizational arrangements for helping urban schools sustain a process of continuous improvement.
>
> This Program Announcement invites proposals to support the further development of organizational arrangements -- internal and/or external to an urban school or cluster of schools -- that will encourage and enable people in the school(s) to engage in an ongoing process of "problem-solving," which might consist of the following general elements:
>
> -Problem identification.
>
> -Searching for or devising appropriate solutions to those problems.
>
> -Implementing those solutions in effective ways.
>
> -Monitoring performance, assessing the effectiveness of particular solutions, and when appropriate, redefining the problems.
>
> Due to the limited funds available under this Program Announcement, proposals are invited which extend, refocus, or add new components to existing activities or organizational arrangements. Proposals from these existing programs may request

> funds to extend their current activities, to develop a formative evaluation component, to train additional staff, and to provide technical assistance to other groups of individuals. Funds under this program are not intended to support the core staff of a project or to provide other basic operational costs.

Dick Ayers, Arnie Shaw and Elisabeth Cole took the primary responsibility for writing the STC proposal. Arnie held a staff position with the University and the public schools, and Elisabeth was the inservice coordinator for the MTC. In an interview with Arnie Shaw in the fall of 1975, I asked why they had written the proposal. His reply was that, "Things had been going very well in SC. Now we were ready to push out of South Centerville."

The NIE program just described seemed to fit Dick's model very well. The previous descriptions of the MTC indicate that Dick was concerned with delivering control over their professional lives to teachers. The method was to shift authority for staff development from administrators to teachers via teacher centers. Dick saw his role as a broker, a resource coordinator, or facilitator. He confirmed those goals when I interviewed him in the fall of 1975.

Dick had been involved in the school system at many levels for a quarter of a century. He was keenly aware of the difficulties of bringing change to bureaucratic institutions. He told me that he had seen individuals promote innovation or change, but changes usually didn't outlast the individuals. He felt that the only way to make a continuing impact in an institutional setting was to institutionalize the process that you used to accomplish goals. The teacher center was a way to institutionalize a change.

When the original MTC was proposed, NIE had objected that it was not going to be a physical center as in the British Teacher Centers. In British Teacher Centers teachers could drop in, exchange ideas and develop materials.

Dick's reply to the objection indicated his concern with developing institutional survival strategies. His reasons for developing a model different form the English system are stated below.

> It was essentially that the sociology of American educational systems did not allow for simply imitating British precedent. In an environment of administrative lines and controls, the first necessity for change was "an organization which can live within a rigid system, and through its own structure protect the freedom of its constituency." That was the Teacher Center board, in charge of dollar resources and reassuringly visible on an organizational chart. The Teacher Center center would follow, but in Iroquois City context it could not precede. In reality, after all, decentralized staff development was beginning with administrators' budgets. SCA was not Liverpool. (SCA, Final Report, p. 158)

It was Dick's next assumption that organizational improvements in the system would result in better teachers and thus better education.

So it appeared that Dick's philosophy would match NIE's desire to study ". . . various organizational arrangements for helping urban schools sustain a process of continuous improvement." (NIE Program Announcement.) In addition, NIE had expressed a strong belief in community involvement. The MTC board had involved the community and similar involvement was written into the STC proposal. Though the STC Proposal seemed appropriate to the RFP, when the proposal for the STC was submitted in the spring of 1974, it was only one of 106 proposals for nine grants. There were no assurances that funding would be received.

A logical question at this point is what did the Iroquois City school system have to do with the proposal? The employees of the Iroquois City/Iroquois University TC were, at least in part, school employees. If Dick got the grant, the new Teacher Center would be, to some degree, in the Iroquois City public school system. The answer is that Dick had the informal authority to go ahead with any project he could get funded. In an interview in the fall of 1975, I asked Arnie Shaw about the issue of Dick's authority. He said that

> At that time (1974) Dick had a sort of carte blanche from the administration. He could count on approval for just about anything that he could get funded, so long as it didn't conflict with city goals, i.e., desegregation, decentralization and alternatives. It was just a matter of keeping the superintendent informed.

That kind of freedom was important to an operation like Dick's. The IC/IU staff was always looking for funds. New programs were necessary both for expansion and to replace programs as they ended. This often meant responding to RFP's on short notice. If he had been hamstrung by bureaucratic approval procedures for each proposal, his response time would often have been too slow to meet deadlines. Dick received the "problem-solving" RFP only five days prior to the deadline for submission of proposals.

On the other hand, the need to meet a deadline necessitated writing the proposal without involving the recipients. It will become evident from the data that the external generation of the project caused problems for the center.

In the original proposal there were to be three teacher centers, one located in each area. The Iroquois City school system is divided into three areas, North, East and West. NIE was only willing to fund one center. The stated goals of the new center were to be similar to those of the IC/IU TC. There would be staff development and the involvement of the community in the school. The IU/IC TC was to assist in the orientation and training necessary for the new center. NIE awarded the grant to Iroquois City in the summer of 1974.

CHAPTER II: FIRST YEAR

FIRST YEAR

Introduction

In this and the two following chapters, I will present a chronology of major events in the life of the STC. It will become evident that there was chronic uncertainty among the actors regarding the definition and purpose of the center. That uncertainty consumed much of the board's time and energy, and strongly influenced the outcome of the project. Thus the theme of uncertainty serves two purposes. It provides a central theme that is useful in organizing and presenting data. It also contributes to an understanding of why things happened as they did.

It is quite clear that the data presented in these chapters substantiate the fact that uncertainty and lack of clarity were significant factors in the life of the STC. Yet, the narrative is intended to accomplish more than the validation of the role of uncertainty in the project. The following three chapters will relate the story of the project in a way which gives the reader a sense of the gestalt of the project and a feeling that they understand what was "really happening" in a given social space at a given time.

The narrative may seem repetitive at times. The reason for this is that the STC board dealt with the same issues, such as its purpose and the role of community involvement, over and over again. A striking reality of the STC is that the major STC activities were funding, not classroom activities, therefore much of the following narrative concentrates on the meetings at which these decisions were made.*

Some of the themes that the reader should consider are:

*The actual proposals will be discussed in Chapter VI.

1. The uncertainty as to the purposes and goals of the STC.
2. The problems of acceptance caused by the external generation of the project.
3. The lack of training for the STC board.
4. The inability to build a cohesive program by funding individual proposals.
5. The difficulties in trying to promote community involvement.
6. The roles of the STC staff and the STC staff-board relationship.

This chapter describes the center, its installation, and the first year of its operation. Chapters four and five will cover the second and third years of the project.

The Satellite Teacher Center

Once the grant had been secured, the area that the center would be in had to be chosen. In an interview Dick indicated that he was not involved in that decision and that he really had no preference in the matter. The superintendent's office chose the area. Each of the three areas submitted proposals for the center and all met the socio-economic criteria established by NIE. The administrator who evaluated the three proposals recommended Greater Barrington. The reasons listed for the recommendation follow:

1. The North and South of Canal Street area would provide the appropriate number of buildings with which to work.
2. The greatest development in alternatives for the next year will be taking place in Greater Barrington.
3. There is a strong commitment to alternatives from the leadership and staff of the area.
4. The size of the expanded community schools will be substantial and afford the numbers necessary for good programs.
5. There has been great communication and exchange with SCA. (Memo from Dennis R. Cranden to Sidney A. Hatfield, August 20, 1974.)

The recommendation was accepted. After Greater Barrington was chosen for the center, a meeting of all the principals in Greater Barrington was called. Dick explained the project to the principals, and they chose the schools to be served by the center. The decision has been described by Dick as a consensus decision.

After the school-communities that the center would serve were chosen, Dick, Elisabeth and a few other MTC staff went to each school and made a presentation to the staff explaining the project. Immediately after the presentations, the staffs voted on whether they wanted the center or not. These presentations were significant in shaping staff expectations of the center and are discussed in more detail later in the chapter. After the center was accepted by the schools, board members were selected. The members were to be elected, but in many cases no one ran against them. The board members initially had little information about what the center was or what their roles were.

The original membership was thirteen. There was to be one administrator, four community representatives (one from each school) and two staff from each school. After the board's first meeting they increased their official number to seventeen because there was no minority group representation on the board. They specified that the four additional members would be one minority representative from each school.

Once the board was installed, they received orientation and initial direction from Dick and Elisabeth. They met in November, and Dick gave them assistance in developing interview questions for candidates for the STC coordinator's job. The coordinator was the full time administrator of the STC. The questions they developed are listed below:

1. Why are you applying for this job?
2. What do you envision this job involves?
3. If hired, how do you see your relationship/role with this group?
4. Please make a statement of your understanding and feelings about alternatives.
5. How would you implement a proposal for this Board?
6. What has been your experience with staff development, human relations, professional growth and other training programs?
7. We want to give you an opportunity now to tell the Committee anything you feel was not included in the questions.

(Meeting Minutes, November 14, 1974.)

There were six candidates for the job. The board interviewed all six and hired Ted Valdershake. He was a man in his forties who had been a social worker in the school system for about ten years. He had been a staff member in a program to train teacher's aides prior to accepting the position with the STC. The training staff for the aide's program had been part of the IC/IU Teacher Center.

Ted was hired about nine months before I began my research. When I asked participants about the reasons for hiring him, or the process used, I got very little information. It seems that no one remembered exactly what had happened. The consensus was that the choice had been difficult. I assume that Ted's previous affiliation with the IC/IU TC may have been seen as a positive factor by the STC board.

A community resource developer and a secretary were also hired. The secretary, Donna Schell, was hired through the school civil service system. The community resource developer, Valery Totten, was hired by Ted without board input. A woman in her late thirities with a diverse background, she had been involved in community and political organizations, worked as a youth

advocate, organized an alternative school and worked in community education in the SCA project. At the time that she was hired, her funding in SCA was being discontinued, and she was looking for work. She contacted Ted at the IC/IU TC to get information on a social service job on the Northside of the city. When he heard that she was available he offered her the STC job, and she accepted it.

The STC was initially housed in a classroom at Merrill. In the spring of 1975 they moved to a larger room in Merrill of about twenty by fifty feet. A conference table and coffee stand were located at one end of the room. Tables were scattered throughout the midsection. Many were used to display literature. The literature was both school and community oriented and it ranged from conservative school publications to radical socialist works from the May Day Bookshop. Valery was primarily responsible for the literature. At the far end of the room there were two partitions, forming a small semi-private office for Valery. Ted and Donna had their desks at the same end of the room, but theirs' were not partitioned off from the rest of the room.

The location of the STC proved to be an important issue. The three elementary schools felt that the location made the center inaccessible. The Merrill staff were not pleased by the location either. The room that the center acquired was considered a very desirable one and their use of it caused some resentment.

The Phase I budget for the STC was $96,376. The breakdown is as follows:

Personnel - $48,417
Fringe Benefits - $5,810
Travel - $1,120
Supplies and Materials - $2,580
Communications - $600

Services - $180
NIE Planning Conference - $3,000
Other Direct Costs - $31,410
Indirect Costs - $3,259

The "other direct costs" included sub-contracted staff, educational materials, mileage, postage, inservice programs, news service, and membership in organizations.

NIE's Influence

In the original Scope of Work, which is the document that specifies the conditions of the grant, NIE stated its expectations for the project. They saw the grant money being used to build a ". . . capacity for sustained improvement - for generating reform and renewal (in the educational system) at the local level." The results that NIE expected were knowledge, primarily through the DTA study, about:

> . . . whether implementation of specific organizational strategies by states and localities can increase their capacity to identify and solve the problems with which they are confronted, and, if so, to assist (other) states and localities in implementing those organizational strategies." (Scope of Work, Grant #NIE-G-74-0085.)

NIE hoped that the STC would be successful. However, they did not attempt to control the center. The Scope of Work had been based on the project description written by Dick Ayers and other MTC staff. Some of the conditions had been negotiated and changed, such as the number of client schools to be served, but essentially NIE had left the definition of the project to the local grant recipients. NIE did not anticipate that Dick would take the limited involvement role that he did. Two NIE officers acknowledge that they were not always pleased with that role, yet they did not force a more active role. As long as the money was not illegally spent or the basic spirit of the grant abandoned, the project could be operated

as the director saw fit. This permitted a great deal of freedom and discretion at the local level, but it also contributed to the confusion. On many occasions the STC board members asked themselves and each other, "What does NIE want us to do?" The fact that the board had not been involved in drafting the original proposal exacerbated the situation.

Dick Ayers' Influence

The discussion of Dick's philosophy and strategy in Chapters One and Two leaves no doubt that Dick has specific ideas about the role and function of the teacher center. He saw the STC as a satellite of the IC/IU TC, and he envisioned the establishment of satellites in each of the Iroquois City school districts. Yet the operations of the STC were to be independent and autonomous. Dick told me in an interview that he

> . . . had designed the installation of the STC board in such a way that the board would be elected in the schools, and I would give them an orientation. That way no one else could get a hand in to screw it up.

However, once it was functioning, he saw it as an independent body. It would have to set its own course, and even if that did not coincide exactly with Dick's model, he would not interfere as long as they acted within legal constraints and in good faith with the grant. He stated that he was "on call" as a resource, not as a director.

Dick's Presentation of the Project - Fall of 1974.

At this point it is useful to examine the initial presentation of the project to the client staffs. When the four client schools had been chosen by the area administration, Dick required a vote of acceptance from the staff of each school. Dick tole me in conversations in August, 1975 that he realized that "readiness" or support from a client staff was essential for a successful operation.

A presentation was given to the staff of each school on teacher centers followed by an immediate vote on whether or not to accept the STC grant. Unfortunately, no one from the site was recording or documenting the presentation, and it was given before the original site researcher was at the site. I have collected data on the presentation through interviews and conversations with several of those present.

I spoke to Dick and Elisabeth Cole, the coordinator of the MTC and a staff member of the IC/IU TC, about their presentation. They both told me that they and a few other IC/IU TC staff members acted as a panel and gave presentations to the client school staffs on what teacher centers were and what the project would be. Elisabeth only participated in one of the four, but my information indicates they were all similar.

The uniqueness of the IC/IU TC and the South Centerville school district are relevant to understanding the context of those presentations. The description in Chapter I indicated that the South Centerville environment is atypical in many ways. It is a university area with a history of community involvement in the schools, there is a cross section of socio-economic strata in SC, and the school-community has an unusually high level of parent involvement and skills. The district has only four elementary schools and one high school and it was also the recipient of a several million dollar, five year, NIE grant for the development of K through 12 alternative education. There were strong feelings of pride in SC and a sense of being a local and national showpiece. There also existed in SC the partnership of the University and the city school system, first in Hardy-University High, and then in the IC/IU TC. Within the SC environment Dick had been able to achieve great success with the MTC. However, explaining the Teacher Center concept to staffs not thoroughly familiar with South Centerville and its environment

proved difficult, because the STC and IC/IU TC were part of the total context of the South Centerville community.

The IC/IU TC's organizational structure was unusual. Public school organizations tend to be hierarchic with clear lines of authority and Dick's center functioned with a matrix arrangement, i.e., connecting people for mutual exchange of resources and brokering new ideas and information. Dick assumed that the STC would function similarly, yet the STC participants had no knowledge of the matrix model of organization.

The STC project was dealing with elusive concepts such as "problem-solving" and "self-renewal." The staffs of the client schools were concerned with more concrete, task oriented activities. In addition, the Greater Barrington client staffs had not had the preparation in terms of in-service benefits from the university and the NIE grant that the SC staffs had. In some cases there was an understandable hostility and envy by some client staff toward the SC program. This was because of the resources and the publicity that the SCA had received. In the context described there is a potential for misunderstandings, and my data indicates that in fact there was confusion and uncertainty among the school staffs as to what the TC was going to be.

Dick and Elisabeth have given me similar accounts of that initial presentation. There were no slide shows or prepared lectures; it was very informal; and the MTC staff talked about their teacher center, the British teacher centers, and resources for teachers, including an example of a teacher who got funding to take her class on a trip to Denver.

Some Greater Barrington faculty expected that the new center would be a resource to provide them funds to take their classes on trips. This became evident through comments teachers made during the year indicating their

disappointment and feelings of betrayal by the STC. Supporting data is given in the following narrative.

The amount of money needed to finance educational trips for large numbers of staff and students was not available. Whether the misconceptions generated at those presentations were attributable to overzealousness on the part of the panels or a fixation of the staffs on the most concrete aspect of the presentation is impossible to say at this point. What can be said is that 1) there were misconceptions stemming from the presentation, 2) they were an obstacle to developing a definition of the TC, and 3) they created feelings of hostility among school staffs toward the TC.

The STC Board

As I have stated, the STC board was composed of teachers, parents and administrative representatives. In this section I will present profiles of several board representatives. The profiles will enhance the reader's understanding of the board and its role in the project.

Teachers

Eight teachers/administrators were interviewed in order to gather the following profile data. Their teaching experience varies from five to twenty-nine years. Most (62.5%) fall within the nine to twelve year range. All have worked in their present program (Traditional, Continuous Progress or Modified Open) for at least two years. All have been involved in other sorts of school situations. Every sort of teaching experience is represented from nursery school and a two room Kentucky school house to large city, large school, Senior High School teaching. There does not seem to be any pattern to the speciality the various teachers have. The list of specialities includes English and Speech, Reading, Mathematics, Curriculum Development, Administration (held by a teacher, not an administrator),

American Studies and German. Half of the teachers have been involved in various other kinds of experimental programs. All the teachers had class credits approaching their Master's degrees, or already had attained their Master's degree, but none so far have the Ph.D. All are involved in planning structures in their respective schools.

When asked about the philosophies they have developed in their teaching careers they gave a variety of answers. Following are some examples:

> All kids can learn, assume that they can learn and they will.
>
> Be flexible, kids learn at different rates and in different ways so be open to as many possible ways to teach as there is money and time.
>
> To be a good teacher, love the kids, love to teach and love the subject that you teach.
>
> Be in the middle between liberal and conservative in your approach to working with kids.
>
> Administrators not be allowed to interfere with teachers, that teachers be allowed to teach in their own way and only be interfered with if they screw up.

One teacher said that he does everything in his power to try to make classes enjoyable to the students, so that instead of spending time on lesson plans he prefers to spend his time taking his students on field trips. Another felt that children learn in different ways and that we not only need to recognize this and teach accordingly, but we also need to recognize the difference between people, racially, religiously, and ethnically, as positive benefits and to use the differences for the benefit of all the students. Education should be a time of investigation of the self. Our schools often go about teaching in the wrong way. They try to teach too much philosophy first rather then application and before kids understand basic concepts.

When asked to describe themselves, the teachers might all have been describing different aspects of only one personality, or so it seems in

reading their self descriptions. Here are some of them:

> I don't give up easily, I'm active both personally and professionally.
>
> I'm a people person, a facilitator.
>
> I'm a generalist in my profession and a humanist personally.
>
> I'm active and involved.
>
> I'm a hardworking and enthusiastic person who prefers to work with children.

Only one said, "I'm involved, but I'm also quiet and easy going."

Aides

Three aides were interviewed and as might be expected they were not as well educated as were the teachers. They expressed interest in their jobs, however, and had taken courses when possible to improve their education and to help them to be more effective in helping the children in their schools. Two of them have been aides for eleven years and the other for four years. All have had some experience in traditional school programs before coming to the program they were in now. Two were aides in the Continuous Progress program and one was in the Modified Open program. One was primarily a math and reading tutor, a second was primarily involved in maintaining the busing program and the third was a social work assistant. The social work assistant was in a program for underemployed women, who are heads of families, to upgrade their skills. She was working halftime in the school and going to the Iroquois University halftime. She was close to graduating with 120 of the 180 necessary credits. The other two aides have high school education only. When describing themselves, the aides gave very different descriptions of themselves. Different from each other and different from the descriptions given by the teachers of themselves. One would only say that she was a very ordinary person and could not be encouraged to elaborate.

A second said that she, "always tries to see the bright side of things and likes working with kids." The third, the social work assistant, said that she likes her position as a para-professional and feels that she has more freedom in her position than the teachers or administrators have. She sees herself as a child advocate, and as an aggressive person, but one who is sensitive to the feelings of others. She also sees herself as having a good sense of humor and being very verbal.

Parents

There were three parent representatives on the Satellite Teachers Center Board in January of 1977. Only two of them could be interviewed. From observations of the meeting of the Teacher Center Board in action, it seems fair to say that they were less then effectual board members. Although both were genuinely interested in education and interested in the concept of a federally funded program to aid schools they really didn't seem to understand what it was all about, and certainly didn't have a clear conception of their role as parent representatives. One might be tempted to say that they had two functions: (a) for show, i.e., so the STC Board could say that it was a representative board because it had parents on it and (b) to be warm bodies who were fairly faithful in being there, helping to provide a quorum so business could be conducted. One of the parents became active after a presentation by Valery Totten in search of parents to be board members. This parent appears to be a "joiner" who really didn't have any idea about what she was getting into and didn't ever seem to understand what was going on or what the whole thing was about. The other parent became involved through previous involvement in the Parents Center. The Satellite Teacher Center had been the primary source of funding for the Parents Center and when funds for the Parents Center were cut off this person became a member of the STC Board.

The major exception to the above profile was a parent representative who served on the board during the first year of the project. She had been involved in other innovative educational projects and seemed politically sophisticated. However, she resigned after the first year of the project, at least in part, due to her frustration over the lack of clarity and leadership in the STC.

The Installation of the TC Board

Despite any lack of clarity over exactly what the TC would be, all four staffs voted to accept it, and why not; it was a free resource. The elected STC board received an orientation from Dick and Elisabeth during their first few meetings. In January the STC coordinator was hired, and Dick retreated to a less active role.

Conversations with original board members, Ted, South Centerville staff, NIE personnel, and document reviews yield the following profile of the STC as of early 1975. The board was independent of Greater Barrington administration, enthusiastic and eager to do something. The funding of inservice and training proposals submitted by client staff, particularly teachers, was the action they decided to take.

NIE was aware that the STC was eager to begin accepting and funding proposals. They were apprehensive about the STC doing this and informed Dick and Ted. Their fear was that without careful thought the STC would cast itself in the role of a granting agency. Some of the consequences of rushing into the granting business were: 1) Without a careful assessment of schools' needs and coordination of programs, the proposals submitted would be a patchwork of unrelated efforts lacking the effectiveness of more conscious, coordinated planning. 2) A problem-solving process that would survive after

the NIE funding was not likely to develop. 3) The relatively small amount of funds available to the STC for inservice would be used up quickly. (NIE Memo, 1/24/75; NIE Letter, 1/29/75.) However, since NIE had determined to respect the local decisions, they could only voice their concerns. They did that, and they were ignored.

Why were NIE's suggestions ignored? Two main reasons seem to be that Dick and Ted felt that the STC needed to establish credibility, and the board was enthusiastic and anxious to get going. Ted and Dick both seemed to assume that funding activity would bring staff acceptance and support.

> Ted responded that it would be preferable to hold a full-scale assessment first, but that time pressures dictate otherwise. Such an assessment would probably take until mid-Spring or the end of the school year. Then it would be too late to run a competition, fund activities, and get the activities underway. (NIE Memo, 1/23/75.)

> It is absolutely imperative that the staff and community of the four schools view the Center in its earliest stages as <u>their</u> agency. They must have a psychological feeling of ownership. They can have that only when that agency deals with them at the level from which they begin. There is not the slightest doubt that a comprehensive process of needs assessment would be the very worst thing <u>to begin with</u>. The "quality control" process has been undertaken by the In-Service Board, as far as they can, by the identification of the criteria and processes under which they will approve staff training and activities. Those are limits which they have placed upon themselves. It is now essential that they move ahead rapidly with a response process that brings the individuals into active interaction and relation with the Teacher Center personnel and the Board. (Dick Ayers, Letter, 2/28/75.)

Rather than taking the time for the STC board and staff to assess the needs of the schools and develop a cohesive program, they chose to begin immediate funding operations. They developed a funding proposal and criteria form and began granting proposals by February 1975. The proposal criteria are listed below.

Criteria for Proposals:

I. Proposals requesting major funding should address themselves to the issue of developing the potential of school personnel and the community to promote the development of educational alternative programs.

II. Proposals will be favored which have transportability to be used elsewhere and/or for the benefit of others.

III. Managers of all funded programs will be required to report how the experience and/or training content will be shared with others.

IV. Proposals which are addressed to the following issues will be encouraged:

A. Those which relate to preservice and in-service needs of all building personnel, students, parents and volunteers.

B. Those which enhance teachers' classroom effectiveness and management and service to all students.

C. Those which strengthen parent, student and teacher participation in school decision-making.

D. Those which address current and critical policy and curriculum issues to make schools more flexible and responsive to all.

E. Those which promote the delivery of service to students by different staffing approaches involving all building personnel, students, parents and other community and volunteer assistance. (1974-75 Guidelines and Policies for Proposals.)

Spring, 1975

Although the STC was operating and proposals were being funded, questions about who the STC was and what it was doing were raised by the board. At the March 20 meeting of the STC board, the suggestion was made that a committee be formed to prepare a report on the role and use of the STC. It was mentioned again at the April 17 meeting. At the May 1 meeting a form soliciting members for that committee and several others was circulated. At the May 15 meeting Ted presented a membership list for all ad hoc committees

including one on the role and use of the STC.

The committee was composed of three board members: a teacher, a principal, and a community representative; and Ted and Valery. They met on May 27 and presented their recommendations at the June 5 board meeting.

In preparation for that meeting Seth Jackson had written Ted a letter, May 28, which he asked Ted to share with the board and the principals. In the letter Seth noted that there seemed to be some ambiguities about NIE expectations, and that may have been because Ted and the board were not involved in the early planning and negotiations for the STC. He also noted that the high activity level involved in opening the STC had made it difficult to establish adequate communication between the STC and NIE. Seth reiterated that the purpose of the grant was to support an approach to problem-solving which could be studied and disseminated, and he outlined points that NIE saw as essential to the project. They were:

- An emphasis on a continuing process of program and staff renewal in the target schools.
- An effort to use the Teacher Center resources and support services to help staffs and parents in each school to establish a sense of what they want that school to become, consistent with both the needs of that school and a conception of the "alternative" it is pursuing.
- Training programs and the funding proposals that follow from a process of problem-identification that takes place in each school and which are responsive to the major problems that are identified through that process.
- An elected in-service Board that allocates the staff development funds. (NIE letter, 5/28/75.)

He also pointed out that these were things that Iroquois City proposed to do, not things that NIE directed them to do. He stated that those were strategies that NIE had judged promising, and they were crucial, but he indicated that he also expected some modifications as unexpected situations arose.

Seth stated that he would like to spend whatever time necessary discussing these issues at the June 5 meeting. He also posed several questions about the STC operation. They were: 1) Is the STC helping to establish a true problem-solving process in each target school, or is it funding a collection of unrelated proposals? 2) Is the STC helping to establish an effective process for needs identification? 3) Is the STC making progress in involving the community? 4) Has the STC looked at Teacher Centers outside of Iroquois City and talked to their staffs in order to learn from a wider range of alternatives? 5) What changes do you envision for the summer? 6) How might your second year differ from original plans? Seth also reiterated that NIE was not expecting blind obedience to the Scope of Work but thoughtful consideration of what they were doing. (NIE letter, 5/28/75.)

Seth's communication to the board, combined with the report of the STC committee on role and use, and Seth and David Lasch's presence at the upcoming meeting would seem to create an ideal situation for discussing the STC's goals. However, as the future events will indicate, it did not. The minutes of the June 5 meeting yield the following information. The committee raised several questions, made observations and presented suggestions. They questioned what role the community and students should play, and concluded that NIE had set the grant up for school-community problem-solving, so the community should be involved. They felt that the very name "Teacher" Center might discourage community involvement. They suggested several name changes such as "The Learning Place," "Space in Place" and "The Place." They suggested that students should be involved, i.e., perhaps social studies classes could visit and discuss the STC. They recognized that most teachers saw the STC as a funding agency. They recommended better public relations to broaden the image of the STC. They saw a need for board members to

communicate with and assist staff in submitting proposals because people were intimidated by the idea of presenting a proposal to the board. They observed that there was low teacher morale due to bad economic times for education. They felt that STC could raise morale by providing material services, and a place to meet and communicate with colleagues. The committee saw a need to continue to meet in the future to develop its ideas. The board passed a motion to publish a newsletter or informational paper in the fall.

David, Seth and Steve Wilson, a DTA representative, were present. David reiterated that;

> NIE had no guidelines for the project other than it be located in a target area to serve poor kids and deal with problem-solving efforts between school-community people. . . refer to the Scope of Work, that's the project. The rest is up to the board, Ted, Dick and others by using a Teacher Center approach to help the school-community or problem-solving. (Minutes, STC Meeting, 6/5/75.)

Although the STC committee raised some of the concerns that NIE had voiced and David and Seth were there, the extensive discussion that Seth had indicated a need for, did not take place. Dick concurred that ". . . it is important that we know who we are and what you are to do. . . The project is a problem-solving process not to dispense money only, "process" is the key and essential thing to support." (Minutes, STC meeting, June 5, 1975.) The meeting ended with references to the elusive goal of "good process" and a resolution to continue discussions during the summer.

Summer, 1975

The board held a meeting on June 13, and Seth called Ted that morning. He suggested ten items that the board might consider at the meeting that afternoon. They were the need to 1) broaden the image of the STC to be more than a dispenser of funds, 2) identify other sources of funding, 3) obtain

training for board and Ted in skills for working with school and community persons, 4) ascertain what kinds of courses the STC should fund, 5) try to involve more school-community people in problem-solving processes, 6) insure that STC board members participate, 7) plan for Phase II, 8) consider holding a halfday workshop in the client schools to inform them about the STC, 9) secure space in Hathaway, and 10) define the roles of the community and the K-9 Community-School Resource Developer. (June 12 minutes, STC meeting.)

Ted felt pressured by Seth's communication. According to the field notes of the original site researcher, Ted's comment to the site researcher was,

> Just look at this - look at it! Seth wants me to cover all this at the board meeting today; isn't that ridiculous? We have all of these other things we have, plus he wants this done. There's no way we can do all this! (Thomas FDF, 163.)

The minutes of the June 12 meeting indicate that Ted read Seth's concerns to the board. The board discussed four of the ten items. They were: other funding sources, membership, a TC workshop, and the role of the community. Some decisions were made regarding the number of board members and the length of representatives' terms. However, the minutes reflect vague discussions about the community and the workshop. All agreed that the school and community should be jointly involved in educating children, and that the STC should facilitate that, but how it should be done was not clear. "Most saw benefits from such a session (workshop). . . perhaps in a month or two." (Minutes, STC meeting, June 12, 1975.) They felt that the delay was necessary because the confusion of moving to Hathaway was keeping school staffs occupied. A committee was established to seek funds from Greater Barrington, but that was barely adequate, short-term funding. It did not speak to the question of survival after the expiration of the grant. The minutes do not indicate that the board developed long- or mid-range plans to deal with their image,

the role of the community, a consistent program for problem-solving, or their post project existence. In short, they seemed no closer to a shared understanding of exactly what they were and what they were going to do than they had been at the end of May.

The remaining summer meetings were scheduled for June 26, July 10, and 24, and August 7 and 21. At the June 26 meeting three proposals were received which were to consume a good deal of the board's time and energy throughout the summer. The three elementary schools that the STC served were all scheduled to move that fall into a new building that would house all three. They all submitted proposals to the STC requesting funds for organizational and inservice time prior to school opening. The question that the STC posed was whether "organizational time" meant physically moving and setting up in the new building. If so, they felt that it was not "problem-solving" and did not meet the criteria for funding.

The July 10 meeting focused on the discussion of the community resource developer's role and a renewal of her contract. The issue of the STC's definition and goals were not discussed.

This meeting was my first contact with the project. I was hired in mid-July, and after a few brief interviews with the previous site researcher, attendance at a DTA workshop and a review of existing documents on the STC, I initiated my fieldwork at the July 24 meeting.

The question of the board's purpose was a major issue at that meeting. The board members were pleased that they had received a grant from the district a few days earlier. They felt that they had demonstrated effective problem-solving by submitting a proposal and securing funding of $4,400.00. They also were interested in further defining the role of the community in the project. A discussion arose about changing the TC name to the Community-Teacher Center, and this in turn revived the question of what the STC was

and what its purposes were. In the discussion that followed, one of the board members noted that "No one at the University knows what we are." They agreed that no one seemed to have a clear definition of the project, and the community liaison worker expressed a need for them to decide what their ground work and basic philosophy were. Another board member suggested that ". . . before anything else is done, we have to decide who we are." A retreat using a facilitator to help the board define itself was suggested and received verbal support from most of those present. Ted said that he would check with NIE about using funds for such a retreat, and someone went to the blackboard to list topics for the retreat. One topic, the role of the STC, had been listed when Ted looked at the clock and said, "We have to leave now or the alarm will go off." The discussion ended abruptly and they all began gathering their things together and leaving in a hurried, rather urgent manner. I asked what the rush was, and someone explained that during the summer the engineers leave at 4:30 and activate alarms that will go off if the doors are opened after that. Therefore, if everyone isn't out of the building by then, when they open the doors to leave they will activate the alarms and bring down the police to investigate. So just as the board members were planning some concrete steps to confront a major issue, they were turned out and their energies dissipated. During the remaining summer meetings, I observed this to be a pattern. The meetings would begin with routine issues such as approval of minutes, announcements and the introduction of proposals. As the meeting progressed, they would move on to the more substantial questions, such as the STC role. By 4:30 they may have defined problems or begun to grapple with solutions, but the threat of the alarms would loom, and a frantic evacuation of the building would follow. One board member once jokingly suggested, "Maybe we should start the meeting backwards."

The following meeting, August 7, was primarily devoted to the STC's role definition. In some initial discussion of the community role, Alex, one of the board members, again stated that he didn't see how they could discuss the community's involvement when "the board hasn't even accomplished defining who they are." The discussion continued, and then the same board member reiterated his concern that the board had not defined its role. This triggered an interchange between him and the coordinator that I believe exemplifies the lack of communication, uncertainty and frustration that existed over the definition of the center. In an apparent effort to convey to the board that the Scope of Work was not etched in stone and could be modified if needed, the coordinator said, "The Scope of Work wasn't arbitrary and can be changed." Another board member asked, "Oh, you mean it is arbitrary?" The coordinator replied,

> It isn't arbitrary, but it can change. We decide Phase II.
> I'm sick of hearing 'role', that's static, rigid, inflexible.
> We need to be flexible, do activities, solve problems.

He got up and rushed to the board to refer to a chart he had made which said "role" at the top. Under it he wrote 'static', 'rigid', and 'inflexible'. "When we got money from Greater Barrington, that was problem-solving." The board member who had initiated the discussion responded, "We get conflicting ideas of our role. If it's a changing one, that's O.K., but we should know it and write our own Scope of Work. We haven't decided what we want to do."

Ted's prescription for the board, was that it ". . . be flexible, do activities and solve problems." He seemed to be saying, "Stop dealing in abstractions and do something concrete." Yet, "being flexible," "doing something," and solving problems" are not concrete actions.

The discussion then turned to a review of the Scope of Work and the ten points that had been previously raised by Seth. The board members continued

their discussion until the threat of the school alarms sent everyone scurrying for the doors. The parting suggestion was that the next meeting be devoted to continuing the discussion.

At the next meeting, August 21, only seven board members were present. Alex was not there, in fact, he resigned a short time later. Ted continued the last meeting's discussion through a review of the Scope of Work. He went through it page by page with those present and then went through the budget with them. The meeting was more structured and focused than the previous STC meetings I had attended, and in a feedback session afterwards the board members and Ted expressed satisfaction with the meeting and said they felt they had gotten things cleared up and were getting into Phase II issues. Yet those who had most vocally expressed a feeling of confusion over the role of the center were not there, and the clarification had consisted of a reading of the Scope of Work. It did not seem that any new definition or clarification had been reached.

CHAPTER III: SECOND YEAR

SECOND YEAR

Introduction

This chapter continues the narrative of the STC by relating the events of the second year. The themes identified in the introduction to Chapter II remain the central issues.

The major events described in this chapter include the preparation of the STC's progress report and continuation proposal, an STC training retreat the clarification of the STC staff-board relationship, and an effort made by the coordinator and the principal investigator to redirect the STC.

The continuation proposal was a NIE requirement. The NIE officers who I interviewed indicated that they saw the continuation proposal as something of a formal requirement. They assumed that the STC would continue to be funded if it was acting legally and in good faith with the Scope of Work. The refunding process gave NIE formal control over the continuation of the project, but NIE saw the process primarily as an opportunity for the STC to inform NIE about what they had accomplished and what they hoped to accomplish. However, the STC board and staff saw the proposal as a more formal process that would determine their existence.

The description of the events surrounding the preparation of the continuation proposal and the retreat are useful because they illustrate the STC's efforts to define the center. The efforts of the coordinator and the principal investigator to redirect the STC's activities from funding proposals to providing a resource center and the STC board's efforts to define STC staff and board rules are also described in this chapter. The description of these events contributes to the readers' understanding of the relationship of the principal investigator to the project, the STC's staffing difficulties, and the continuing problem of clarifying and defining what the project was all about.

The main objective of the narrative continues to be the realistic portrayal of the life of the STC. This portrayal provides the reader with details that enable him or her to understand and interpret the events that are described.

Fall, 1975

Alex Fort, an STC Board Member and one of the people who questioned the STC's role, resigned after the August confrontation with Ted. In an interview with Alex he said that he thought,

> The project was supposed to be about teachers solving problems. Someone should have told us what we could do, given us a model. Instead we spent our time trying to figure out what our model was supposed to be. People (school staff) didn't want or respect our role, and we didn't know what it's supposed to be. (Interview with Alex Fort, n.d.)

However, the STC board did not continue pressing those matters. The September meetings were concerned with specific issues such as developing a method for needs assessments, evaluating projects, and disseminating results. The more general questions about the project's purpose and role seemed to have been answered to the board's satisfaction.

Ted made an effort to use the STC to deliver visible services to the school staff because he saw that as one of the appropriate functions of the STC. His activities included arranging to have sample teaching materials displayed at the Center and sponsoring a film on child abuse. His choice of the film on child abuse was consistent with his background as a social worker. It was a timely choice since there was new legislation requiring teachers to take a more active role in detecting and reporting child abuse. The response of the school staffs to the film was positive.

The Phase II continuation proposal was due at NIE by the end of October, and its preparation became the major STC activity. The proposal included a

progress report on Phase I of the project, documents containing budget information, and a discussion of the first year's activities. The board was not involved in the planning at that point, but Seth came to Iroquois City at the end of September to give the Board members information to assist them in the proposal writing. Ted and Seth met at the STC on October 1 to discuss requirements for the proposal, and Seth indicated that the original Scope of Work would need some minor revisions. For example, information that was unavailable when the Scope of Work was written, i.e., names of the client schools and the coordinator, should now be filled in. He also said that the goals should be reviewed, because they had actually been written by the MTC. Ted replied that "the board members and I thought that those were things that we were supposed to do." Despite all the previous months discussions about the TC being autonomous and setting its own goals, neither the board members nor Ted had internalized or entirely realized that they actually were free to decide what the STC would be. In fact, during some of Seth and Ted's conversations, I had the impression that Ted was "taking notes" on what he should do rather than discussing what he and the board were planning to do. Many months later my observation was reinforced in an unrelated interview with Seth. He told me that he had often felt that when he spoke to Ted, Ted was concerned with writing down his comments as instructions rather than with responding to them.

When I spoke to Ted about this, he replied that he felt pressured to comply with NIE's wishes. Even though the NIE project officer continually emphasized that he was making suggestions and not giving orders, his comments were seen as commands. The NIE officers perceived themselves as advisors, attempting to give helpful comments to Ted. Ted perceived the NIE officers as the "Feds," authority figures rather than consultants. This situation

seems natural given that schools are generally hierarchically structured and authority oriented systems.

At the October 2nd STC meeting Ted gave board members a packet of documents containing guidelines for the preparation of the Phase II proposal, budget information, TC goal statements and the Scope of Work. He and Seth had assembled the material that morning, and the plan was to go through them at the meeting to get the board members' reactions. Then Ted was to write a final draft for the board's approval and have it in a finished form to send to NIE by the end of October. The budget figures revealed a carry over of about $20,000. That information created feelings of annoyance among the board members since they had felt pressured by the lack of inservice money the past summer. The school system's processing of the STC budget and expenses was a constant source of difficulty. The finance office credited the STC with its grant funds and then processed the Center's bills and expenses. The budget computer printouts were slow in reaching the STC and they often caused confusion since Ted was not familiar with the finance system. Very little was decided at that meeting in terms of Phase II plans, and a special meeting was scheduled for October 9.

The board was approaching the Phase II planning with the apparent assumption that the question of what the STC was had been dealt with sufficiently. The task seemed to be how to decide to carry out the STC goals and not to decide what the goals were.

The board met on October 9 and 23 to deal with the Phase II proposal. At those meetings the board members tried to devise useful ways to spend the money that was left in the budget so that they would not lose it. One of the activities that they decided on was a training and planning retreat for the board, to be held in November. All board members favored the retreat and saw it as a chance to clarify their plan for the future.

When the Phase II proposal was completed, it consisted of a brief history and examination of the STC to date, a statement of the goals and plans for Phase II, the budget, and attachments of documents concerning STC activities. Ted did the bulk of the writing. The major change in the board's definition of the STC was an explicit commitment to community involvement.

NIE reacted to the proposal with a set of questions which it wanted the board to consider. Ted received them on November 20 and they indicated that NIE hoped that the board could take advantage of the November retreat to deal with these issues. The NIE project officer noted that the readers of the Phase II continuation proposal found some elements of the current and proposed plans unclear and ambiguous. ". . . the ambiguity, we feel, stem(s) from disagreements and/or vagueness in Iroquois City about what the goals and major activities of the STC should be." (NIE letter, 11/19/75.) The NIE questions were listed in four categories:

1. What are the STC's basic purposes?
2. What problems has the STC encountered in Phase I and what can be done about them?
3. What will be done in Phase II to respond to these problems and to begin achieving the STC's basic purposes?
4. What is the future of the STC?

In each category the questions were expanded and clarified. In reference to basic purposes the letter stated:

> There seems to be some confusion and disagreement over what the center should be and do. Board members, staff and people in the four schools and communities have yet to reach clear agreement on who the center should serve and on the ways in which those people would best be served. The proposal lists some goals, but in some places the STC's goals are confused with the IC/IU Teacher Center's goals (for example, the first goal on page 3 of the Scope of Work, which emphasizes in-service training and not the establishment of a problem-solving process, is a goal of the IC/IU Center, and not necessarily a goal of the STC). Other goal statements seem vague - we do not get the impression that STC staff and Board members have really internalized the stated goals (e.g., assistance in needs analysis). (NIE letter, 11/19/75.)

This letter in itself would have been enough to renew the discussion of what the STC was. However, those discussions began before the board received the letter.

Two days before the retreat, November 20, there was an STC meeting at which Steve Wilson, the DTA research coordinator for Iroquois City conducted a feedback session. A number of difficulties arose out of DTA's relationship to the site; among them were the scheduled feedback sessions. While DTA wished to be helpful to the people running the project, the data that was fed back to the site was restricted by a concern for participant confidentiality and a responsibility not to interfere with the project. Therefore, the feedback sessions were limited in scope and produced frustration both for the site researcher and the site personnel.

Because the announcement of the retreat left so little time, and because the response to his request for suggestions did not produce many names, Dick hired a facilitator with whom he had previously trained. The facilitator, Larry, was present at the meeting to observe the group. After the routine business was completed, Ted said that he would like to discuss the retreat and introduce the facilitator to the board members. Larry told them that he would be at the retreat to help them with process, but the content of their decisions would be their own and that they would need to define their goals and to be very task oriented.

At that point some of the board members asked what Seth's reactions to the Phase II proposal had been. Ted replied that he had gotten some positive feedback, but NIE had expressed some concerns. "But what's new? Those are our concerns, too." Ted's representation of the NIE reactions, through phone conversations with Seth, were more positive than Seth indicated they had been when I questioned him in a later interview.

After a brief discussion Steve began his feedback session. He said that he hoped that the information he brought or questions that he raised would help the board members in their retreat. He discussed NIE's intentions and described the other sites in the project. Some board members asked him to describe the Iroquois City site. He offered to give Ayers' description, but they said that they wanted his. He said that it focused on professional development and wasn't clear on community involvement. He described the client schools and said that the STC was trying to develop an on-going capacity for problem-solving. A discussion followed about the difference between the STC and the Greater Barrington Staff Development Committee, a committee that awards staff development funds in Greater Barrington. The obvious difference of ultimate control by the Barrington administration was noted, but someone asked what the philosophical differences were. The discussion became more lively, and people began to blurt out problems and shortcomings that they saw in the STC: lack of involvement of administrators, lack of training for the board members, indirect control by administrators, and lack of clarity about where decisions are made in the school system were issues that were voiced. Finally, one board member asked the board, "Are you dissatisfied with not being effective change agents?" Another member replied, "That's not even mentioned." A third member said,

> I was deceived from the first. It began with the initial presentation. I thought, "Oh boy, won't this be fun, getting money for trips." There was no idea of being a change agent. It's been a year just figuring that out.

Larry interjected that they would need to talk about what is and what should be. The discussion seemed to have tapped a well of frustration and confusion among board members about what the STC was, and by logical extension, what they should be doing. Larry said he heard them saying that they had freedom, but not the skills to use it. They all agreed.

The meeting began to dissolve, and Ted said he was still waiting for feedback. His manner was much more aggressive than usual, and he displayed frustration and hostility at the lack of substantive feedback about the STC. Steve said that the stimulation of the preceding discussion was a type of feedback. Ted replied that he must have missed it. Ted and a board member said that they wanted feedback. Steve told them that he could say such things as, "Often when the board finally got to issues at meetings, the meetings would end." The board member said that was useful information. Most of the board had gone, partly because there was a blizzard, it was after 6:00 p.m., and people were afraid that the roads would become impassable. However, Steve said that he would give feedback for the few remaining members and the facilitator. He made five points that he saw as problem areas. They were: 1) Lack of clarity about general purposes, 2) little interaction with existing groups, 3) turnover on the board, 4) inefficient internal processes, and 5) inefficient use of resources, particularly the MTC. Larry said that he didn't see the lack of purpose as negative. Ted added that he thought that they had changed and had done things, and it was reflected in the Phase II document that they have a purpose. Larry said that Ted and the other members needed to get out their feelings.

The meeting had definitely resurrected the question of what the STC was about. Although it is difficult to say exactly what its influence had been, DTA had been part of the interaction.

The Retreat

I think that a somewhat detailed description of the retreat is needed since it was one of the milestones in the board's quest for clarity. The retreat was held at a local hotel on Saturday, two days after the meeting

described above. Most people had arrived by 8:30 a.m., and things got underway about 8:50. Ted handed out the NIE response to the Phase II proposal, people read it, but it was not discussed.

The group had reserved a large, rectangular room for the day's activities and were served lunch in an adjacent dining room. The board members seemed a bit nervous, but there was an air of optimism. Larry opened the session with the following exercise. First everyone, individually, wrote some accomplishments they had made in the last five years, on a sheet of paper. Next, they added things that helped and hindered them in working well. Finally, he told the group to form into trios of people who usually didn't band together and share the histories they had written, paying particular attention to people's feelings and the words they use. The purpose of the ritual seemed to be to relax people, to get them acquainted and to develop "instant comraderie." The board members seemed a little surprised, but they all played the game.

Next Larry lectured on the importance of the group maintaining a balance between content and process in their activities. He discussed the issues that he identified as necessary for an effective organization: membership, influence, feelings, individual differences, productivity and results. After some discussion of those "key words," the group was divided into three subgroups for an exercise. The exercise required each subgroup to discuss and diagnose the STC in relation to three issues. They were:

1. How do we work as a group?
2. The things we accomplish.
3. The relationships we have outside our group.

The board members worked on these issues in subgroups for about half an hour, then came together and wrote the results of their discussion on newsprint charts.

The results were presented as lists of concerns by each group. Examples are as follows:

> Group One - There is a gap in school knowledge, we get misled, lack of communication, don't deal with larger issues.
>
> Group Two - There are pressures from schools, what's been done to date, how are we different from Greater Barrington Staff Development? Is problem-solving being done? What are real needs of clients?
>
> Group Three - Who is the community? Communication difficulty, vagueness of purpose, trust of schools.

To some degree all three groups expressed a sense of vagueness about what the STC was and what it had been doing. These explicit statements of concerns include the same concerns documented in the spring and summer. They had been "resolved" before, but obviously past attempts at clarification and definition had not been successful.

At that point Larry noted that it was time to break for lunch. He told them that a lot of questions had been raised, and they could deal with some today and save some for later. He said that it would be important to stay focused this afternoon. Larry listed the kinds of issues he saw being raised. They covered goals, values, boundaries, means, group issues and communications. In order to make a hypothesis or problem statement, he cautioned them that they must consider who causes a situation, who's affected, and what kind of goal or implementation is possible.

It seemed that, although the same old questions had been raised, there was an air of optimism, a feeling that finally some solutions were at hand. After all, the questions had not simply been restated, they had been restated with the help of a facilitator. He not only elicited the problems but offered a new ritual, a "process," to bring them to a solution.

After lunch Larry informed them that they would do a role playing exercise to add some "reality." Some of the board members were apprehensive that they

would "lose" the issues they had raised during the morning. Larry assured them that they would not, and that the role playing was necessary. They were assigned roles, some as members of an educational council dispensing funds, and some as members of a group submitting a proposal for a new science program. The presentation of the proposal and the deliberation of the board were played out. Then Larry interviewed the participants in each group, asking for their feelings during the process and for a description of the other group. Then Larry said they could move back to the three morning groups and discuss the issues that had been identified that morning. The role playing was to give more information on the issues. He cautioned that they were still working at the task of identification and should not be moving to strategies. The groups engaged in separate discussions and took a break before presenting their results.

When the session resumed, Larry told them that they had identified some problems, but they should be open to the possibility that stated problems were not always the real problems. He asked the three groups to make a problem statement, a goal and a list of positive and negative things that help or hinder the attainment of goals. The problem statement of the three groups was as follows:

> Group One: There is confusion over purpose and goals. The STC was put together by others and the board didn't push for definition.
>
> Group Two: The board has caused confusion and misunderstanding.
>
> Group Three: There is a problem of communication. The board members are unsure of goals and roles.

The goals of all three groups were to gain clarity of purpose, roles and goals for the STC.

Larry told them that what they were coming up with was,

> ". . .a map for you. It will change, but it will still be useful. Once the negative items that hinder you from attaining

> your goals are removed, the inertia of the positive factors will almost carry you to your goals.

Larry asked them to list needs in terms of attaining their goals. Among the list were ". . . open, honest communication, time, inservice, purpose and courage." He asked them what they thought of the needs lists, and the response was that the needs seemed simple and attainable. Definition seems to be the underlying need. Larry asked if everyone agreed that defining the purpose was the main goal. Everyone agreed. Then Dorothy said, "I thought that was agreed on before the retreat. I thought the purpose of the retreat was to give that clarification. I'm disappointed that it's not clarified now." There was enough muffled mumbling and grumbling from the group to indicate that many shared Dorothy's feelings. Larry replied;

> "I don't mind not having arrived at a purpose. You can't because it's a myth that it could come at an inservice. Purpose comes out of open, honest communication and the kind of service delivered to the client group. I will be comfortable if you just devise the time to work out what should be done and who does what."

Ted said, "How can the board go to the schools when they're not sure of their purpose? We need another half day meeting to decide our purpose before going to the schools." Larry said that he saw two possible directions, either the clients could determine the purpose or the board could determine the purpose. The choice was the board's. Ted responded, "Even if you ask for purpose from the clients, the 'givens' must be defined." The following dialogue ensued. Oscar: "Who sets the 'givens?'" Ted: "NIE, and we didn't understand that. We can change the Scope of Work or whatever." Oscar: "You mean we should determine the givens and then ask the client's needs?" Daisy: "Wait! We're just doing what we've done for the last 18 months. We can't lay it on them to do. We have all the data we need." Larry: "Then you would take needs identification, proposals and today's work, and write

a purpose and take it to them for feedback?" Nancy: "Can everyone live with that?" There was agreement. Larry: "The 'how' and 'who' has been determined. Now, 'when?'" They agreed that the "when" would be on December 6. That would be the meeting when the purpose was determined. The result of the retreat was a reaffirmation of the reason for the retreat, i.e., that there was confusion about the purpose and role of the STC.

The Continuation of the Retreat

The December 6 "retreat" was held on a Saturday morning at a church near the STC. The following account was constructed from observation, notes, and interviews with participants.

Larry began the session by referring to a chart that indicated that the board members must consider the "way things are," the "way things should be," and deduce their needs and goals. He then asked the board members to describe "how things are." This elicited a lengthy stream of problems which Larry listed on the board. As the discussion of "what is" developed, Valery voiced frustration and fear that the focus on purpose would be lost. She said, "when we get close to a consensus, as we were at midmorning of the previous retreat, we lose it." Shortly after that the discussions were interrupted because the meetings were moved to another room to accommodate a funeral. After a long discussion Larry divided the participants into three groups to discuss "where they are at." The groups reassembled at about noon and from their reports a list of "next steps to take" was generated:

1. Choose an issue, i.e., discipline, for STC to zero in on and create credibility and visibility.
2. Set priorities for needs and actions.
3. Set guidelines (for proposals).
4. Review and revise rules.
5. Use needs assessment to set guidelines and priorities.

After the list was made it was decided that a committee would write new proposal guidelines. Ted agreed to write up a statement of purpose based on the notes from the retreats and also to write up the notes resulting from the group discussions.

They included a listing of items under "the way things are," "the way things should be," needs and implications, the list of "next steps," and a statement of purpose (See appendix E). At the following meeting, December 11, the new proposal guidelines were discussed. However, the notes from the retreat and the statement of purpose were not discussed or approved at that meeting.

The board met twice in December. The checklist of proposal guidelines that had been suggested at the retreat was developed and accepted (See appendix G). However, the issue of clarification of the Center's purpose and role was not discussed. At the December 18 meeting it was suggested in reference to board membership that "the things that had been begun at the training and planning workshop. . .continue, be sustained and not lost." (Minutes, STC meeting, 12/18/75.) Although the question of the definition of the STC again seemed disposed of, as future events indicated, it was merely lying dormant.

Winter, 1976

The Phase I funding ended as of December 31, 1975. At that time the NIE questions concerning the Phase II proposal had not been answered so the STC submitted a request for a one month extension of Phase I to be funded from the money carried over. The request was granted.

The STC's response to the NIE questions on the Phase II proposal was a document authored by Dick and Ted (see appendix H) dated January 2, 1976. It

contained the statement of purpose that Ted had written, based on the retreats. The statement reads as follows:

> The STC Board and Staff by having ownership in its development have reached agreement and will support the following purposes. The STC is both a concept and a place. Because it is a new system/resource, its constituents must be made aware of it and the services provided. It has an elected board of school and community representatives who have authority to make decisions regarding the programs of the TC and funding inservice and staff development plans.
>
> STC's basic purpose is to do something about the real educational problems affecting the school-community served by the Center. It will provide help and leadership to school and community people who seek the resources of the Center based on the priority needs of each school's needs assessment. It will facilitate problem solving processes that assist school and community people in mutually identifying and seeking solutions to educational concerns and problems. It will be responsive to an individual's need as well as that of a group. Its services will be provided to its constituents at the most appropriate time, place and manner.
>
> Finally, it will facilitate and/or support efforts of school and community people in influencing and effecting change within the present school system. (Emphasis added.)

The statement was intended to crystalize and clarify the purpose of the Center so that the board members could internalize it and present it to the STC's clients. However, the underlined words and phrases illustrate the abstract and vague concepts that had contributed to the lack of clarity that the board and staff felt about the Center's purposes.

At the following board meeting, January 8, 1976, the statement of purpose was given to the board members, but there was no discussion of it. The meeting focused on developing membership guidelines. The statement of purpose was not discussed at the January 22 or February 5 meetings.

At the February 5 meeting a proposal to help fund a class trip to Florida, was introduced which created considerable difficulty for the STC Board. The proposal was tabled until the next meeting, February 19, 1976. At that meeting Bob Dietrich, principal of Merill, where the proposal originated, had

written a letter expressing his concerns over the actions of the board concerning the proposal (See Appendix 1). There was lengthy discussion on the proposal, and finally, a compromise figure was approved. After the board's action, Ted read a letter the proposal authors had written to the board, Dick and NIE denouncing the treatment they had received (See Appendix J). All in all, the issue of proposal #61 had overshadowed all other questions during most of the month of February.

I think that the assessment of the STC's situation at that point and time by NIE and by Dick is relevant. I asked NIE what they thought at that time about the STC's efforts to define itself and its progress in general. An NIE memo relating to a phone conversation between Dick and Dave Lasch on February 5, 1976, revealed the following information.

> I (David) had two reasons for calling (Dick); to indicate to him directly that we were not satisfied with the progress of STC nor were we satisfied with their responses to the questions we raised last November. . .We wanted him to know that our refunding decision did not indicate that we were pleased with the project. . . I then told Dick that we wanted to be very explicit about one point: that our refunding action should not be construed as an indication of our pleasure with the project. In fact, I told him we were generally not satisfied either with the progress of the project or with the substance of their responses to our questions of November 19. . . I quoted some of their vague and abstract responses to our questions. (NIE Memo, February, 1976)

It is evident that from NIE's perspective the STC had not succeeded in resolving the questions of its purpose and role.

In an interview with Dick Ayers he expressed the following assesment of the STC's progress:

> Ted and I (Dick) evaluated the situation and feel that we made some errors in judgment. When we planned to transport a satellite center, we didn't consider several factors. The SC developed internally, and it had a lot of money. The Satellite TC had little money, and people feel the project was "laid on" from the outside. SC had a close relationship among schools, and K-12 all go to the same high school. That's not true in

> Greater Barrington. The community of SC is separate from the rest of the city geographically, and it is almost like a small town. There is a very good mix of people and a lot of openness. That's not so true in Greater Barrington.
>
> All of these factors may be critical for a Teacher Center model. Bob and I have talked about the money at South Centerville, and it seems to be a root of the problem. It divides rather than unites. They didn't have to take that role (i.e., granting agency), they could have done anything. The original idea was to develop workshops for teachers, but funds were used for the general budget and that was a mistake. Ted and I are going to write a concept paper and change the Teacher Center. We will move it, refocus it, redefine the board and deliver limited resources to provide low cost services. It must be a center where place is important. It would be a workshop for materials, i.e., cardboard cutting; seminar rooms; a small library; and university links, i.e., student teachers or faculty to be on the staff. To help facilitate this we will write a concept paper (See Appendix K). This spring we'll have a competition and fund a satelite in one of the three areas. (Interview with Dick Ayers).

Dick's analysis of what was wrong corroborates my own. Ted also acknowledged that there were problems, but he minimized them much more than Dick or the NIE. He often said or implied that problems seemed greater because the client schools just did not recognize the services they got. I was never sure whether Ted believed that or was merely trying to maximize the positive image to me. The board members expressed concern about the above problems, but they seemed to view their problems as routine and to be expected.

Spring, 1976

The STC's final Phase II documents had been negotiated in January and during February Ted had received verbal assurance from NIE that the STC was being refunded. Yet, due to the previous delays in the process, by early March Ted did not have written confirmation of the new budget, therefore, the Iroquois City School District would not let the STC change anything. All in all it seemed to upset Ted and added a general uncertainty to the

situation. It should also be noted that of the seventeen original board members only five remained. There were a total of twelve board members as of early March 1976, and four of them had joined the board after the November retreat. As a consequence there was not a strong sense of the history of the project among the board members.

Albert Leland, the '1' principal, was attending his second meeting as a board member at the March 4 meeting. He was a significant actor in the project even before his board membership, particularly because of the dissatisfaction with the STC that he had displayed the previous summer and fall. Ted had seen him as an adversary who was trying to "take over resources." Albert had indicated that he did not feel the STC was responsive enough to school needs. Albert's staff had had a good deal of process/communications training, and both their high morale and their communication skills were very noticeable. Albert and the three other 1 program representatives constituted the only consistent and cohesive group on the board. During the spring of 1976 the old questions about the STC's identity took some new turns. I believe that the data indicate that Albert and his staff played major roles in pushing the STC's quest for identity in different directions.

At the March 4 meeting in reference to the above mentioned discussion of how the board should behave in the future, Albert said, "We have to decide what the STC is trying to do." Lily responded that she thought they had decided, and they had agreed to fund only curriculum proposals but had gotten away from it. After some discussion of the issue, Albert pointed out what he termed an inconsistency in the board's concern over money. He said, "The board interrogates small money proposals, but never even questions Valery's role. What does she do?" Valery responded that that issue had arisen before. When the board had previously questioned Valery's role, they had accepted

Ted's explanation that she was responsible to him and not the board. He told them that she was a liaison to the community. However, Albert's question proved to be the opening move in a major re-examination of what the STC staff roles should be. The formulation of the more general question, "What is the role of the STC?" had resulted in the more than a year of questioning with no satisfactory answer produced. The events of the next few months reveal the coalition of '1' program representatives pursuing the questioning of the STC's definition in two specific areas, staff roles and program focus. The activities during March, April and May brought about an entire restructuring of the STC.

Although Valery responded to Albert that she wrote reports but that no one reacts to them, the issue was not pursued or resolved at that point. The discussion ranged over several other issues. Then in relation to procedure, Albert made the suggestion that Ted would be more useful as a facilitator than a chairperson. This suggestion had been discussed in the past, but no decisions had been made. Albert went on to point out that the board should govern and direct Ted and Valery. This was phrased in terms of "keeping Ted and Valery from getting bogged down in details." Yet, it sounded like a maneuver to give the board a stronger role. Up to this point the coordinator's role had been implicitly defined as a leadership role. Ted did not verbalize recognition of Albert's remarks as an attack or threat to his role, yet he became quite fidgety and was apparently irritated.

Albert said that there were things that his program needed which don't require money, but how could he get Ted to do them? Ted replied that he had many other things to do besides processing proposals. Albert said proposals were 90% of it. Albert seemed to be pushing Ted very hard, and Ted was showing signs of irritation.

The discussion turned to choosing a focus on which STC could work. It was suggested that the STC put together a staff development program on discipline. After making it clear that he preferred the term "child management" to "discipline," Albert endorsed the idea. He then said, "We should take our two employees, Ted and Valery, and ask them to come up with a plan of how we can act." There was a brief pause, and Albert noticed that Ted was taking notes. He said, "Why does Ted take notes?" Ted responded, rather defensively, that he just supplements Donna's notes. Albert seemed to be pushing very hard to bring about an examination and clarification of exactly what the staff roles were.

There was a brief discussion of the possibilities of a discipline program, when Ted said, "We've provided a tremendous package of resources on discipline, and no one has used it." Ted seemed angry and pointed to an announcement on the bulletin board. Albert said that he didn't know what Ted was talking about, got up, and went to the board. He brought the announcement back to the table. The announcement referred to a workshop on discipline. Albert said, "People need skills, this isn't it." Ted's reply was, "Have people defined their needs yet?" That theme arose often in connection with the STC's role. The Scope of Work and all relevant documents acknowledge that one of the functions of the Center is to assist the client schools in needs assessments. Yet Ted was saying that it is up to the schools to let the STC know what their needs are.

The entire interchange involved more aggressive questioning of the staff by a board member than I had previously seen. It seemed that Albert was dissatisfied with the STC and was attempting to force some changes. Albert had stated that he wanted services for his staff. But in attempting to get those services, he was finding it necessary to push for clarification of the

roles of the TC's staff and its general focus. Logically, those questions make sense only if the basic purposes of the STC are known and accepted, which would bring the board members back to the question they had asked so many times before. Albert's question was not answered, and the discussion moved to other subjects. But as Ted was making some announcements, Joy, a '1' representative, said, "Ted's ignoring the issue that surfaced (staff roles)." This comment caused the board members to face the issue and they voted for a committee to determine staff roles.

There was an atmosphere of confrontation at this meeting and Ted appeared upset. Albert quickly mentioned to me that he may have been "coming down too hard" on Ted. He jokingly suggested that I should give him "signals" if he gets too involved and comes down too hard. No one else heard the remark. (I told him that I was just a researcher and couldn't get involved.)

Clarification of Staff's Role

On March 15 the committee to define the staff roles met. The staff, Ted, Valery and Donna, were present, as were four board members. Two were original members, and two had joined the board during the past month. There was some confusion among them as to why they were meeting. The board member who was from '1' program maintained that they were to define the staff's roles. Some of the others thought that they were to discuss general STC goals, and others were not sure why they were there. The discussion finally focused on the possibilities of moving the TC to a rented store front where it would function as a social center and workshop for teachers and parents. The committee members did not define the staff's roles, but in the course of their discussion they raised the following list of some old and some new issues:

1. A need for orientation of new board members.
2. An ongoing definition of purpose.
3. Delivery of Valery's reports before meetings.
4. Investigate a storefront location for the TC.
5. What will the TC do when NIE funding ends?
6. What are the roles and responsibilities of the board?
7. The TC should submit a proposal to the IC/IU TC for funds to develop an area-wide proposal.

The board met three days after the staff role committee, on March 18. The report of the committee was not prepared for presentation at that board meeting. Ted distributed copies of the notes from the December retreat, including the statement of purpose. However, there was no discussion of those items. Ted notified the board that he had received official notice of their refunding as well as the new budget from NIE. The main issue of the meeting was the staff report on ideas for an inservice on discipline (See appendix L). The thrust of the report was that the STC could help the schools with the problem of discipline. The Center would offer a ten week course which would, according to the report, be a "potpourri of subjects." They would cover a multitude of approaches to discipline (the list included about 25) from Magic Circle to Behavior Modification. They proposed a presentation on specific methods by a resource person, and pro and con discussion by users of the method. Only teams from each school would be accepted, and the principal must be a team member.

The board's discussion of the report resulted in a directive to the STC staff to obtain input from the school staffs on discipline needs and to develop specific plans to meet those needs. The staff roles committee had not returned their report on the clarification of staff/board relations, yet, at

the prodding of the '1' program representatives, the board was taking a much more directive role.

When the board met next on April 1, neither the proposed discipline course nor the staff roles were discussed. Ted introduced a new financial crisis. He told the board that this was for them only, and if it got out, he'd know where it came from. He said that when they received the federal budget, it was $11,000 less than they had originally planned. He told them,

> We ended up with $18,000 for inservice, but $13,000 of that was carry over from Phase I. Some of that was spent in the January-March 1976 expenses, but I won't know how much until I get the budget printed out from the Iroquois City finance office. So we can't count any of the $13,000 which leaves $5,028 for in-service. But for that, the amounts committed would only leave $219.00. This may change, and we will probably find out we have more, but we can't act until we know.

The board members' first reaction was to ask when Ted would get the printout. He said that he would get it by mid-April. There was discussion of the implications of a smaller budget than expected and of the uncertainity about how much they had spent so far. They decided that they had no choice but to wait for the printout to assess their resources and determine how it might affect their activities. However, the effect of the issue had been the diversion of time from the scheduled agenda items. In fact, there were several proposals to decide on, and they consumed the rest of the meeting. The minutes of the meeting state that,

> Because of insufficient time, the other agenda items were not dealt with. The motion was made and passed (10 yes) that no proposals will be considered by the board at its next meeting on April 22. Priority will be given to discussing the committee report on board/staff relations, the budget and other 'house-keeping' items of business. (Minutes of STC meeting, April 1, 1976.)

The seemingly top priority issues of a meeting were preempted by a "crisis" and by the necessities of routine business.

The Concept Paper

In response to the financial crisis, Ted arranged a meeting with Dick on April 2. He, Dick and I were the only ones present. Ted explained the budget shortages to Dick. Dick replied that "in view of the lack of staff development funds, they will have to utilize different models." He also explained that the IC/IU Teacher Center was going to award an area grant for a satellite center. It would be more of a resource center and would serve an entire area. If the STC got that funding, they could expand their services.

Dick said that he thought it was time to take a leadership position with the STC board.

> The board will still be in charge, but we (Dick and Ted) have to make them aware of things. We could write a concept paper and let them know why we're writing, that there's tight money and the need for a new strategy.

Dick explained that he uses concept papers to make his board "look at what I'm saying and act. They have to say yes or no and can't keep talking in circles." He said that they should keep it very brief and get it to the board a week before the meeting, if possible. They would each write "the reasons for the concept paper, what the rationale and proposals are, specific recommendations, and a management plan and time line." Dick said that by April 8 they should see each other's drafts and should meet on April 9 to make the final draft and get it in the mail to the board as soon as possible.

The final draft of the concept paper recommended to the board that they direct Ted to establish a,

> materials resource/workshop/drop-in type teacher center in an appropriate location in Greater Barrington. . . that the STC board immediately reduce direct funding of in-service proposals so as to conserve resources for this purpose. (Concept Paper, April 9, 1976, see appendix D-6.)

The rationals listed were:

1. Funds are limited.

2. A materials resource/workshop/drop-in center is more economical to operate.

3. A resource/workshop center is needed to provide a focus of limited resources.

4. A resource/workshop center has greater potential for long-term life.

5. A resource/workshop center has the potential to collaborate effectively with other district support units and personnel.

6. Visits to other TC's generated much interest and support for developing a resource/workshop/drop-in center.

7. A resource/workshop/drop-in center has a greater utilization potential by school and community people.

8. It could be used as a training site for teacher education and for post-graduate inservice.

The proposal had four points.

1. The STC take action to adopt this plan.

2. The coordinator, with assistance of others from the IC/IU TC, a) identify and secure three to five classrooms for use in a Greater Barrington building, b) work with Barrington generalists and resource teachers to develop the layout and plan for the space, c) prepare a list of materials for purchase, d) collect available instructional materials for display and replication, 3) prepare an appropriate work area for teachers, parents and others to develop curriculum and learning materials.

3. The STC will remain under the management and direction of the STC board during the life of the NIE funding period.

4. The STC board will review and approve plans as they are developed during the formative and operational phases of this new center.

The concept paper was received by a few board members just before spring break and by others during spring break. Dick came to the April 22 meeting, which was the first Thursday after the break, to get the board's reactions to the paper. Prior to the meeting Ted had told me that he felt this might

be a turning point of new direction for the Center. He also felt that since some of the board members had visited workshop type Teacher Centers in Chicago and expressed interest in them that the board would support the proposal.

I was less convinced that the proposal would prove a turning point or gain acceptance for two reasons. One, I had talked to five board members and four of them did not feel that a resource center was what they needed. They said that they have access to more materials than they can use through normal channels. I had also had an opportunity to speak to a few board members before the meeting about the concept paper. The ones that I spoke to did not deal with the content but were upset at the procedure. When they received the paper in the mail, they were uncertain as to whether it was really a proposal or a directive being "laid on them by an outsider (Dick)." They were too offended by the mode of presentation and their perception of what it meant to deal with the contents objectively.

The board's reactions to the proposal were much as I had expected. Dorothy expressed the feeling that a resource center "provides things that we already have." Albert said, "This (the proposal) is the 'do gooder' trying to tell people what they need." It was obvious that the board was hostile to the proposal, and Dick told them that if they didn't want to deal with it, they could drop it. Dorothy made a motion to table the proposal and continue as they were, and it was passed.

The board members questioned Dick on the relationship of the STC to the IC/IU TC. The Iroquois City School System was experiencing a financial squeeze, and it was not certain that the IC/IU TC would be funded the next year. Dick made it clear that the STC could continue if the other TC didn't, but it would be up to NIE since Dick was principal investigator on the STC

grant. Dorothy asked, "Then we operate autonomously but are not independent?" Dick said, "Yes." Valery pointed out that there "have been many changes in the board membership, and it's always involved in this identity search. We should solve it now so it doesn't repeat itself." No one responded to her. Instead, Ted moved on to the staff/board relations committee. They gave the report of their March 15 meeting that I described earlier. The board decided that the committee had been confused about its task. After some discussion of the issue, Dorothy read a statement that she had written during the meeting (See Appendix M). In it she questioned whether the staff was getting sufficient direction and the propriety of Valery's involvement with a radical feminist school. She felt that as a paid employee, Valery's activity implied endorsement by the STC. She also said that she thought the purpose of the TC had been defined at the retreats as providing inservice. That was not compatible with the concept paper they had received.

After further discussion they acted on the recommendations of the committee (See Appendix N-9). The main decisions were to reconvene the committee to further define the staff roles and to ask the NIE project officer to meet with the board to provide clarification.

Renewed Discussions of Role Definition

The committee on board and staff roles held their second meeting in early May. Before the meeting Ted told me that he had prepared the agenda with board roles as the first item so that the committee would be forced to look at their own roles and responsibilities. He distributed copies of the eight board responsibilities that the ad hoc committee of last August had generated (See ppendix O). They spent the first two-thirds of the meeting discussing those issues. Then the question of who Valery was

responsible to rose again. The Committee members did not feel that it was right for the board not to have some authority for directing and monitoring her activities. They asked Ted to clarify this with Dick. They also said that they needed clarification of Dick's role and of whether board or staff should initiate plans. They decided to report their progress at the May 6 STC board meeting and to meet again on May 13.

At the May 6 meeting Donna announced that Ted was ill and could not attend. The board asked Valery if Dick had clarified the lines of authority. She said, "Dick says that Ted is administratively responsible to him and programmatically responsible to the board." After a brief discussion they concurred that for further clarification they should request Dick's presence at the upcoming meeting with the NIE officer. They decided to wait until the committee on staff/board roles met again to discuss their recommendations.

One of the agenda items aroused hostility and suspicion in several board members. In April Ted had learned of funding that could be applied for to send a few people to visit Teacher Centers in Chicago. The money was stipulated for this use, if awarded. Ted had submitted a proposal, with the endorsement of the committee on staff/board roles. The May 6 agenda item asked for representatives who would be interested in going if the Center was awarded the grant. Most of the board members present had not been at the March 15 committee meeting when Ted announced the proposal, and no one recalled hearing the proposal mentioned or seeing it in any minutes, (although it was announced, and is mentioned in the April 22 minutes). Since the Chicago centers were primarily resource/workshop centers, several board members interpreted this proposal as an attempt to push for the kind of center that they had rejected in Ted and Dick's April 9 position paper. This only served to increase the confusion and the sense of conflict between Ted and the board.

An NIE Visit

The STC's NIE project officer, Seth Jackson, was unable to come to Iroquois City in May, so David Lasch came instead to meet with the board. David is Chief of Program Operations for the NIE section that funded the STC. He was very knowledgeable about the project and had met before with Ted, Valery, Dick and the original board members. David gave the board an explanation of what NIE was, how the project had come into existence and what NIE's requirements and expectations were. The information presented was not new, yet this was the most explicit and comprehensive summary of the information pertinent to the project that I had heard during the past year. The board members, particularly those from the '1' program, questioned both Dick and David about the degree of the TC's independence and the staff's relationship to the board. Some of the questions were: "What are the givens?" "Who wrote the original grant proposal?" "What is Dick's role?" "What is the IC/IU TC role?" The existence of these questions was an indication of the failure of the STC to effectively resolve their earlier identity question or to orient new board members.

Albert and Dorothy both questioned Dick about Ted's role. When asked whether Ted was responsible to the board or to him, Dick said that "as principal investigator, I have fiscal administrative responsibility, . . . Ted is responsible to me in these areas." Albert, "What does that mean?" Dick, "Ted is responsible to the board in program areas." The questioning and discussion on these points mainly involved Albert, Dorothy and Dick. Dorothy, a '1' representative, asked for clarification of Valery's role, and Dick responded that she was responsible to Ted much as Ted was responsible to him. The interchanges described above were not simple, direct answers to questions. There was an air of vagueness that has charscterized so many discussions of what the STC is all about.

The discussion of staff roles was apparently making Ted uncomfortable. He had taken very little part in the discussions but was fidgety and obviously nervous. The development of the '1' representatives as an "adversary group," pushing for more firm direction of the staff, had been threatening Ted. He had indicated to me on various occasions that he saw Albert as someone trying to "use" the Center just to get money.

Toward the end of the meeting the atmosphere had become more informal. People were milling about and talking in small groups while they ate the sandwiches and snacks that Ted had provided. Dorothy asked Ted why he was not putting out an STC newspaper. Ted went into a long and defensive explanation of how busy he was and how much writing he had to do, i.e., letters, the minutes, etc. Dick suggested that maybe Ted was being too detailed in the minutes. Ted replied that "if I don't, the board says the minutes are not detailed or sensitive enough. You're damned if you do and damned if you don't." That seemed to capture Ted's feelings at the time. The meeting adjourned.

Final Spring Meetings

The committee on staff/board relations was scheduled to meet on May 13 at Dorothy's house; however, the meeting was rescheduled at the Hathaway complex. Several people did not get the message in time and as a result there were too few people present to conduct business. Before the commiteee could meet again the board met on May 20. There had been no opportunity for the board to discuss and consolidate the information from the meeting with David. This seemed a logical time to do that, and in fact, that was an agenda item. The meeting began with a brief budget report, and then the board members spent the first quarter of the meeting discussing proposals which had

been submitted. Albert then called to their attention the pre-fall staff development, which is always an issue, and that they needed to decide on a strategy. The discussion of the pre-fall workshop proposals consumed another quarter of the meeting until board member Louise said that she was upset that they were not following the agenda. Ted returned to his agenda and made some announcements. The third quarter of the meeting was spent discussing more proposals, a book collection the STC had purchased and Valery's report. Then Valery said she was going to read a letter that detailed her employment history. She was upset because her salary had been cut, and she had not been consulted or involved in the decision. The letter also discussed a personal trauma in Valery's life, her son's death the previous summer. When she began to describe the events surrounding his death, she burst into tears and left the room. There was a strained and uncomfortable silence after she left. Finally, Inez asked who cut Valery's salary since the board had not. The board members questioned Ted about it, and he became fidgety and defensive and replied,

> There was a need to cut the budget, and Dick and I discussed it, and I was sick, and the budget had to go in because contracts and grants called, and there was no cut on this contract. The cuts couldn't come from inservice, and it came from Phase II allotment.

Joy stood up and said, 'What the hell's all this mickey mouse? Why can't we get a straight answer, Ted? I can do better with my check book than (you do with) this budget," and left. Albert said,

> Why should we have all these questions? Why have we had to go to Dick for clarification? Since Dick's not here, I can say, that if this was his project, he should have been out here clarifying it, even though Steve writes all this down.

Ted agreed that there were problems, and perhaps a committee should handle the budget. The discussion was brief and the meeting ended. The issues of

"recapping" and discussing the meeting with David, and the discipline in-service had not been mentioned. Staff roles had only been dealt with indirectly, and that had increased alienation, confusion and hostility between Ted and some of the board. For the second year in a row, the anticipated clarity and direction for the TC had not materialized.

Summer, 1976

On June 2 the committee on staff/board relations met again. They reviewed the past committee meetings and formulated the following recommendations concerning minutes for the board meetings and defining Ted's role.

> It was felt by the committee members that there was a lack of complete and clear information regarding board meetings and minutes. Therefore it was recommended that:
>
> 1. The STC secretary take complete notes and that he or she be the only one to take the official notes.
> 2. Taping of meetings, as an experimental method, of keeping a permanent record and for cross reference purposes.
> 3. The board take responsibility for summarizing important issues and information to be recorded in the minutes which should be done at the end of each discussion. This summarizing should include minority reports.
> 4. There should be one complete record of the minutes for board members and a summary for other interested persons.
> 5. The minutes should be typed and in members' hands by the early part of the week following the board meetings.
>
> Regarding the role of the Inservice Coordinator, the committee made the following recommendations. . . The Inservice Coordinator should:
>
> 1. Serve as a facilitator, a liaison and a "gatekeeper" at board meetings, and not as a chairperson. This duty should be turned over to a board member. The new chairperson should have knowledge of parliamentary procedure; attend to setting the agenda; call all meetings; be a member of each subcommittee; and be a voting member.

2. Be available to the Hathaway building at least one day a week. One suggestion was to spend time at the staff meetings.

3. Recruit a teacher to do some of the "leg work," i.e., work at bettering communication of the TC with the participating schools; act as a liaison between schools; and to "sell" the TC concept. It was suggested that this person could be a teacher on special assignment or someone working on an advanced degree.

4. Be the initiator of training sessions and some Tuesday Staff Development or Mini-workshops which would tie into the Tuesday release time. This could be a possible way to involve people from various schools.

5. Compose a skill and resource bank to facilitate the exchange of ideas, skills and resources. This could be in the form of a directory which would be available to users of the STC. This directory could also include workshops attended and evaluation of same.

6. Work at obtaining funds for the STC and see to its continued existance.

7. Be responsible for a periodic newsletter which would be circulated to both teachers and parents of participating schools.

8. Make available orientation and training sessions on issues of community involvement, ranging from participation in decision making to classroom volunteering (see #4 on job description - stated here for emphasis).

In general, the committee felt that the Inservice Coordinator should be freed from some of the mundane paper work to carry on other important work such as that stated above. The committee seemed pleased with their work and anxious to present their recommendations to the board which was meeting the following day, June 3.

Steve Wilson, a DTA research coordinator, was in Iroquois City and attended the meeting with me. Ted opened the meeting with a series of announcements. After several routine items he brought people's attention to a birthday cake on the table and said,

> Today is Sam's birthday. The cake is also for anyone that we missed during the year. Also, Donna will be leaving the Center, and I'm also taking a voluntary transfer and will be leaving soon. That's all, so let's move on.

He quickly introduced the first proposal writer who presented his proposal to the board. Ted did not provide anyone with an opportunity to respond to or comment on his resignation. Some board members came in late, and others who were present did not hear his announcement. Those board members did not know for several days that he had resigned.

The rest of the meeting was devoted to a discussion of the proposal relating to inservice programs that would be held before school started in the fall. Since the Center did not have enough money to fund all of them, they were planning on submitting the proposals as a package to the Greater Barrington staff development committee in July. It was decided that if they were not granted enough to fully fund all the proposals, an equal percentage of the shortage would be shared by each school.

Sam Dunn, a board member, noted that there would not be time to deal with the other agenda items. They agreed that they would have to have a "clean-up" meeting, and it was decided that the board would meet on June 9. They listed as agenda items the report from the staff roles committee, the completion of Valery's report on her employment history, membership, a report from those who visited the Chicago Teacher Centers, a summer quorum, and approval of the minutes of the past two meetings. The meeting adjourned, and people drifted off. None of the board members acknowledged Ted's resignation.

At the June 9 "clean-up meeting" Ted introduced a proposal that he said had been in preparation throughout the winter. He asked the board if they would consider it, even though it was past deadline. After some discussion

the board members decided to table it and to vote on considering it later in the meeting. The report made by those who had been in Chicago revived the question of whether or not the STC should be a resource/materials center. A few members agreed that it should be but most thought that the Iroquois City school system has the resources that the Chicago Teacher Centers provide. At that point Albert asked, "What are the goals of the STC?" Joy replied, "It's not clear." Louise interjected, "Yes, it is, it's to support the four schools' needs assessments." Ted reminded them that goals had been set at last fall's retreats, and they should either implement them or change them. However, he noted that at that moment they were running behind schedule and should move on to Valery's report, which they did. Once again the question had been asked, but an acceptable answer didn't seem any closer than it had a year earlier. After Valery's report, Ted informed the board members that her salary had been restored to the budget. They voted to renew her contract for the remainder of Phase II.

The staff roles committee delivered their recommendations on the meetings and minutes. After some discussion of the recommendations for Ted's role, Albert asked Ted if he had another position yet. Ted said, "Yes." Albert suggested that they couldn't wait to fill Ted's job in the fall and would have to do it over the summer. He said he had spoken to Dick, who had agreed to meet with them to plan for the fall. He suggested that they not act on the recommendations for the coordinator's role now, but use them as the basis of the discussions with Dick.

Ted said that he had one more announcement. He read a memo from Bob Dietrich, the principal of Merrill, informing the STC that it would not have space available at Merrill next year. Dorothy asked if he had any more bombshells.

The remainder of the meeting was spent discussing the proposal presented earlier by Ted. They adjourned when the engineers came and informed them that they were locking the doors. That was the last meeting that Ted attended.

When the board met with Dick on June 17 to discuss the Center's future, only five members attended, four of them '1' program representatives. During the meeting the board members raised the question of what the Center's options were and brainstormed various possibilities. They discussed the issue of location, and Dick agreed to check with the school system on that. Albert asked Dick if the coordinator's position could be cut or dropped. Dick answered that it could as long as they had someone who was accountable. They discussed using a few part-time people for the coordinator's role and using the bulk of the salary for inservice. Albert said that they needed to discuss what they were going to do, and how they were going to do it. It was decided that their options were many, but they could not make decisions without input from more of the board members. They decided to send out the notes from that meeting and meet on June 24 to discuss the issues. The "givens" of the past two years, i.e., the structure and staffing of the Center, had been dissolved. This expanded considerably the range of possible answers to the question the board members had consistently asked: What is the STC?

The board members met with Dick again on June 24. He said that NIE would support them in converting the staff position money from Ted's salary to inservice funds. Dick also told them that they must have a plan for whatever they were going to do by September 1, or the STC would close, and he would give the remaining money back to NIE.

The board members expressed a sense of failure on looking back at the first two years of the STC. Sam said "The fault is that there has been no

training for management roles for board members." Inez said, "We lacked goals." Albert said, "The board knows purposes but hasn't communicated them to the rest of the staff in their school."

The meeting ended with no further decisions about what actions the STC board would take. However, it was clear that they would not have a full-time coordinator to replace Ted.

The board members held their final summer meeting on July 8. Dick was not present, but six board members were there, two from program '2', two from program '1', one from program '3'. and one from Merrill. The board members came to the consensus that,

> It is now time for us to do some good, hard thinking about where we are headed and what we are all about. . . The STC has to be reintroduced to the four staffs and ask them to come up with some ways the STC will be an investment on everyone's part, and all will share ownership of it. (Minutes, July 8 board meeting.)

The question of who they were and what they were doing was still very much alive. The '3' representative was a former board member who was acting as an alternate. She said that one of the main reasons that she had quit the board before was that "no one, including myself, ever quite understood the purpose of the STC or what it was trying to do." (Minutes, July 8 meeting.) Albert asked;

> Why do we as a group keep asking the question of what we are, what we do. We need to define 'it,' as a Teacher Center board, and stick to it no matter what. Do we wait for people to always come to us for help or do we, the STC, initiate things to help people? (Minutes, July 8 meeting.)

The board members decided that in the fall they would contract for services as needed, use board members as chairperson and treasurer, and use the Hathaway newspaper for communication. They would redefine their goals and stick to them, and reintroduce the STC to the school staffs and make it

clear that it belongs to them. They decided that there would be no further board meetings or activities that summer, and they would meet again on September 1.

They sent out a memo to all board members with the July 8 minutes. It informed them that the pre-fall service programs would cost over $13,000 and would leave $4,700 in the budget for contracting services from September through December. They also listed 20 interests/needs for the STC during the coming year. At the September 1 meeting the members would have to decide on the priority of the needs and would have to contract staff to help them carry out the task.

The board members' decisions of July 8 satisfied Dick's requirement for a plan for the coming year. On July 26 he wrote to NIE informing them of the changes and requesting approval for the budget change.

CHAPTER IV: FINAL YEAR

FINAL YEAR

Introduction

This portion of the narrative relates the activities of the final year of the STC. The major events that are described include the restructuring of the STC: the preparation of the Phase III continuation proposal; the efforts to secure space for the STC; attempts to redefine the STC as a resource/workshop center; efforts to enlist school administrative and staff support for the STC; and the closing of the STC. The issues identified in the introduction to Chapter III continue to be the central themes in the events described in this chapter. The reader will find that many of the same questions that were asked in the first year of the project were being asked again by the STC in its final year.

Restructuring

The STC board and Dick Ayers, the principal investigator, met in early September to decide how the STC would function in the absence of a coordinator. The STC board had several options: they could hire another full-time coordinator; they could hire one or more people part-time as administrator(s); or they could elect board members as officers who would assume administrative tasks. The only stipulation that Dick Ayers made was that someone must be fiscally accountable. The situation was complicated by the fact that they had not, at that time, acquired a new location for the STC.

The community liaison worker was not present at this meeting, because her contract was not effective until September 8. The meeting was held in the School '1' staff lounge because the STC administrative representative was also the principal for School '1', and he had volunteered the lounge for the meeting.

The board members asked Dick what they should do and he said that he would raise the issues facing them, and maybe that would suggest some direction. First he reminded them that they needed someone to process the bills and in-service papers (i.e., proposals funded and board stipends) or no one would get any money. He also reminded them that they needed to write the Phase II report and Phase III continuation proposal. The rest of the time was spent on discussing how to acquire staff to meet the above needs. Albert suggested that they use Valery to handle administrative tasks. The board asked Dick to provide her with training where necessary, and he agreed. The board also asked Dick to recommend someone to write the continuation proposal. He told them that he knew of a woman currently working in the CETA program (a Federal employment program) who was looking for work, and he knew that she had had writing experience. He added that he was not familiar with her work but could put her in touch with the board for an interview.

The board members agreed to interview the woman and to ask Valery to assume some new duties. They decided to nominate and elect an executive board from among the STC representatives, who would assume some of the administrative duties. After the meeting had adjourned, several of the board members continued an informal discussion of the needs for the year. The issue of a place for the TC arose. Bert, a board member, suggested that they try to get some space in the Parent Center at Hathaway. Albert, a member of the Parent Center board also, said that he would check into it. This was the initiation of a quest for space for the STC that continued throughout most of the year.

The next several meetings were devoted to the restructuring of the STC and planning for the year ahead. An Executive Board for the STC was elected.

The Chairperson was Louise, Merrill J.H.S.; the facilitator was Sam, Merrill J.H.S.; the treasurer was Oscar, School '1' and the post of secretary was shared by Lily, School '2' and Dorothy, School '1'. It was decided that the Executive Board should meet on alternate Thursdays and assume some of the administrative responsibilities of the Center.

Valery wanted her new duties clarified. The board proposed the following list of activities for her: a) work with proposal/report writers, b) serve as liaison to MTC, c) carry out the daily administration of the Center, d) help with budget work, and 3) serve as liaison with parents. She agreed, and the board recommended that the items should be written into Valery's contract.

The board decided that $1500 should be allocated to hire someone to write proposals. In addition to the Phase III proposal, they wanted to request funds from the GBSD Committee. The Board contacted and interviewed candidates for the position. However, before hiring anyone they consulted with NIE and Seth, the project officer, informed Valery that it was illegal to use the NIE funds to hire a proposal writer. He also informed her that NIE did not want an "outside job" done on the Phase III proposal. They wanted a simple, straightforward account from the board of where the TC was and where it was going. When the board members learned of NIE's attitude toward preparation of the continuation proposal, they agreed to work together on the document.

Albert informed the board that there was no space available at the Parent Center. He noted that when things settled down for the year some space might become available in the community education area. The board also inventoried their property which consisted chiefly of books and papers.

The majority of it was stored in boxes at the IC/IU TC which was where Valery would be housed until another location could be found.

By late September the reconstruction of the TC was complete. An executive committee composed of officers elected from the board had been formed to assist in the administration of the TC. The daily administration of the Center had largely been shifted to the community liaison officer, and efforts to locate a new home for the TC had begun. The new TC Executive Board was ready to face its first major task, writing the proposal for the continuation of the project.

The Phase III Proposal

Process:

The process that the board used to write the Phase III proposal began with a meeting of the entire board on September 20 at 5:00 p.m. in the Hathaway community lounge. Louise was unable to attend, and Dorothy convened the session. She hung sheets of newsprint on the walls and explained how the work would be accomplished. The first task was to identify the problems that the STC faced and hopefully generated possible solutions. Once the problem area was identified, it was listed as the heading on a sheet of newsprint, then people engaged in "brainstorming," i.e., listing any problems that came to mind in that category. The solution sheet for a problem area was posted, and there was a brainstorming session dealing with possible solutions.

After the problems and possible solutions had been listed, there was a general discussion on the future of the STC. At the end of the evening, it was agreed that Dorothy and Lily would write up the evening's work. Bert volunteered to write up the history and purpose sections for the proposal,

and the Executive Board was to consolidate it all into a rough draft for the STC board's approval.

The first draft of the proposal was prepared for the board's review by September 30. The board was then to make written comments on the proposal to the executive board. When the Executive Board met on October 7 to refine the proposal draft, they had received no criticisms or additions to the draft. The Executive Board met though, several times during the month to refine and polish the proposals. The meetings were open and were occasionally attended by other board members. On October 28 a final form of the proposal was presented to the board and accepted pending budget adjustments which were dependent on the outcome of a request to the Greater Barrington Staff Development Committee for funds.

Content

The Phase III proposal stated that the basic goals of the STC were unchanged. They were to "develop a system whereby school personnel and community persons can mutually identify problems and develop strategies for solving problems, utilizing the resources of the STC." (STC Phase III Proposal.) The major changes in the STC were the structural ones that I have noted and a sense of independence that came with the board's self-direction. The board stated in the proposal that the STC was "taking a definite self-directing, self-initiating approach."

The board recognized a need to clarify the STC's goals and purpose. Four major objectives toward this end were suggested. They were: a) to improve the communication network between the STC and the school community, b) to increase awareness of the STC, improve its image and eliminate misconceptions about it, c) to support activities that build understanding of the instructional and supportive programs of each school, and d) to expand

the opportunities for staff development and self-development.

Specific actions to be taken were listed as subpoints under each of the four objectives. Included in the subpoints were the clarification of board roles, obtaining space for the STC, cooperation with the Parent Center, public relations for the Center, and providing services other than funding. The proposal also stated the problems and solutions that were generated at the September 20 brainstorming session. The problems and solutions were divided into four categories: a) in-house, b) site, c) community involvement, and d) staff development. (Appendix Q lists the problems and solutions in all four categories.)

In summary, in the proposal the STC board indicated that; 1) there had been uncertainty about what they had been or should have been doing; 2) they were suspicious about the external generation of the project; 3) they felt inadequately prepared for their roles; 4) they were dissatisfied with the board-staff relationship and the lack of community involvement; 5) there were differences in the client school programs that made it difficult to serve all four schools; 6) the public relations for the STC was poor; 7) the board had problems dealing with proposal decisions and felt intimidated and embarrassed in encounters with proposal writers; 8) the board experienced a high turnover in membership; 9) and finally, at present the STC did not even have a location.

The board members proposed a wide range of solutions to their own problems. The restructuring of the STC increased the board members' sense of control, and they hoped it would result in more satisfactory staff-board relations. The board members also proposed to secure leadership and sensitivity training for themselves and to increase their communication with the principal investigator. Increased involvement and possible merger with the

Parent Center were suggested as ways to reach the community. The board hoped to encourage interaction among the client school staffs and proposed that they identify issues of common concern and develop programs dealing with them. The provision of material services such as copying would be useful and perhaps help the Center's public relations efforts. The board suggested that new members receive thorough orientation. Board training, a revision of proposal guidelines, and a dissemination requirement for grant recipients were seen as ways to improve the STC's funding activities.

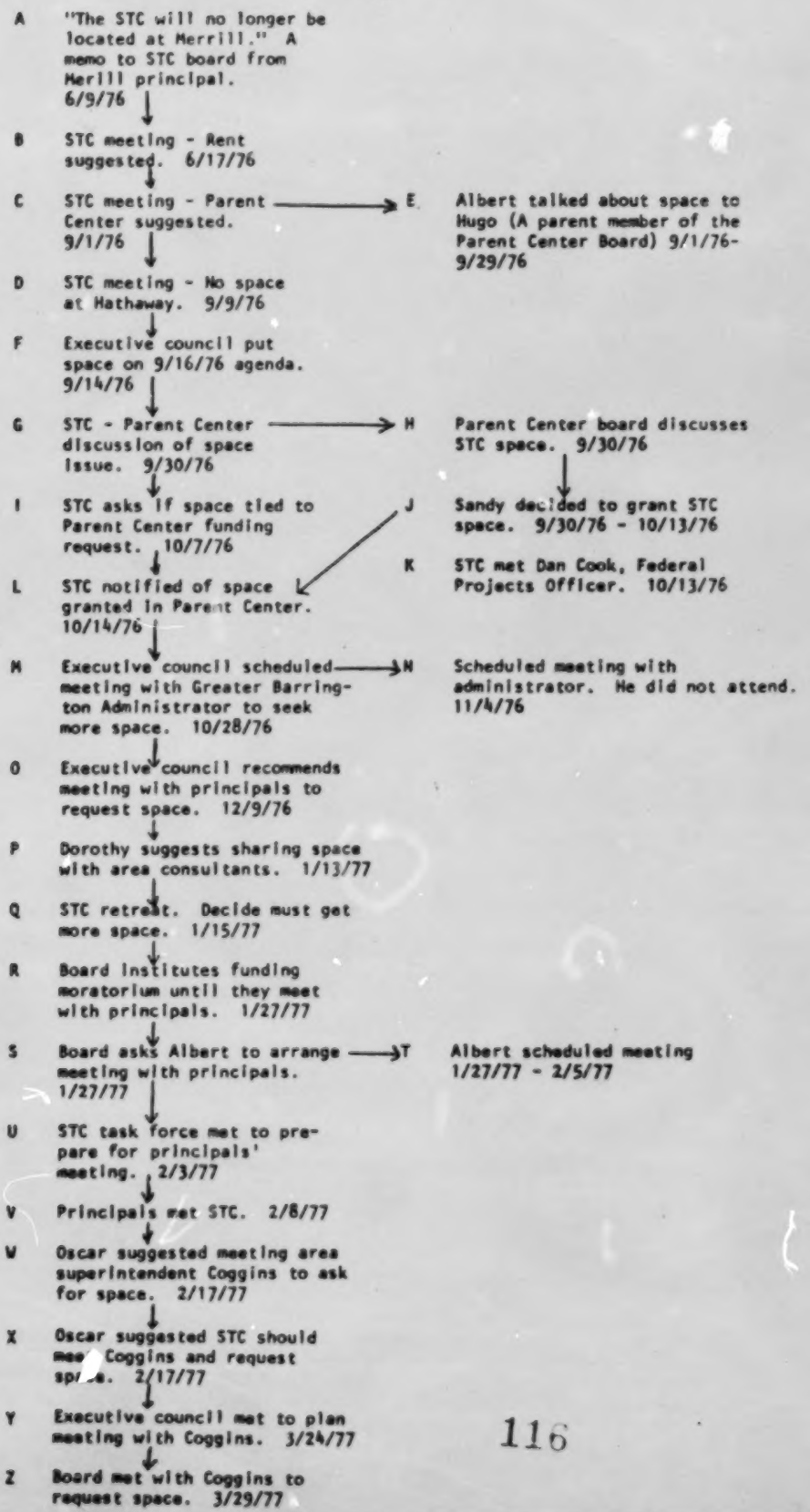
The Phase III proposal concluded with a discussion of the prospects for continuation of the Center after NIE funding ended and plans to evaluate STC funded activities. The board realized that a limited post-funding budget would require program modification. Possible responses included closer ties with the Parent Center, using "local talent" to provide workshops, developing a drop-in center, and using student teachers as staff. In terms of evaluation, the suggestion was to develop evaluation forms for all STC activities. The board would evaluate the Center's activities monthly and use the information for planning purposes. In order to secure funding for a post-Phase III STC, the board would investigate a wide range of sources including the school system, businesses, government, and foundations.

The completion of the Phase III proposal was the first major action of the "new" Center. The mood of the board members in early October was one of satisfaction with their work. The budget for the proposal had not been completed, and the Executive Board did a considerable amount of work on the proposal over the next two months, but the heart of it had been completed. The board was ready to resume its funding activities. (These funding activities will be discussed in Chapter V). The remainder of this chapter will chronicle the board's quest for a space for the STC, the definition of the STC, and post-NIE funding continuation of the STC.

Space

I indicated in the previous section that the issue of finding a location for the STC arose at the initial fall board meeting. The board members had first learned that they were losing their room at Merrill in June 1977. However, little had been done to solve the problem during the summer. In this section I will use the following figure to chronicle the events of the board members' efforts to solve their space problem.

FIGURE 11:


A "The STC will no longer be located at Merrill." A memo to STC board from Merill principal. 6/9/76
B STC meeting - Rent suggested. 6/17/76
C STC meeting - Parent Center suggested. 9/1/76
E Albert talked about space to Hugo (A parent member of the Parent Center Board) 9/1/76-9/29/76
D STC meeting - No space at Hathaway. 9/9/76
F Executive council put space on 9/16/76 agenda. 9/14/76
G STC - Parent Center discussion of space issue. 9/30/76
H Parent Center board discusses STC space. 9/30/76
I STC asks if space tied to Parent Center funding request. 10/7/76
J Sandy decided to grant STC space. 9/30/76 - 10/13/76
K STC met Dan Cook, Federal Projects Officer. 10/13/76
L STC notified of space granted in Parent Center. 10/14/76
M Executive council scheduled meeting with Greater Barrington Administrator to seek more space. 10/28/76
N Scheduled meeting with administrator. He did not attend. 11/4/76
O Executive council recommends meeting with principals to request space. 12/9/76
P Dorothy suggests sharing space with area consultants. 1/13/77
Q STC retreat. Decide must get more space. 1/15/77
R Board institutes funding moratorium until they meet with principals. 1/27/77
S Board asks Albert to arrange meeting with principals. 1/27/77
T Albert scheduled meeting 1/27/77 - 2/5/77
U STC task force met to prepare for principals' meeting. 2/3/77
V Principals met STC. 2/8/77
W Oscar suggested meeting area superintendent Coggins to ask for space. 2/17/77
X Oscar suggested STC should meet Coggins and request space. 2/17/77
Y Executive council met to plan meeting with Coggins. 3/24/77
Z Board met with Coggins to request space. 3/29/77

The following chronology explains the events listed in the above chart. The principal at Merrill informed the STC by memo that in the future they could not count on the space they had previously occupied in his school. He noted that he was responding to teacher dissatisfaction with the STC and the STC's occupancy of a large and desirable room.

The coordinator had recently resigned, the academic year was ending, and the future of the STC was uncertain. The only response of the board members was to recognize that they would have to deal with finding a new location in the near future.

When the board reconvened in the fall, Dorothy brought up the need for a place for the STC. They were then meeting in the '1' faculty lounge and in the Hathaway community area, while the STC books and equipment were stored at the IC/IU TC. Bert suggested that someone investigate the possibility that the Parent Center share some of that space. Albert, who was a member of the Parent Center board, agreed to look into this.

The STC request for space was considered by the Parent Center while the STC investigated other options. It was announced at the STC meeting that Valery and the STC could have an area at the Parent Center, of about 4' X 15' which meant they could move the files to Hathaway and would have room for a desk and phone, but the STC board continued to seek a larger area.

The board did not consider the space in the parent center adequate, and continued to seek space elsewhere. A task force met with the principals to discuss space. The STC representatives expressed a desire to perpetuate the STC beyond the period of federal funding. They felt that the STC should be a physical place with an identity beyond funding proposals. They did not define that identity but suggested alternatives such as they had seen on visits to other Teacher Centers.

The principals made it clear that they had no space to give to the STC. The board identified two options. It could continue to negotiate with the Parent Center for more space, or begin to negotiate with Greater Barrington. They did not attempt to choose an option at that time.

Finally, the board met with the area superintendent. They made their request for support in the form of space. They also requested support in applying for funds which might become available for Teacher Centers under the Mondale bill.

The superintendent was not supportive, and he did not agree to provide space or support in seeking funds. He questioned the legitimacy of the STC on the grounds that its main function was allocating staff development resources. He felt that that activity was currently done quite well by existing structures. (He held veto power over the decision of the Greater Barrington Staff Development Committee. He noted that he did not use his veto power, but he was unwilling to relinquish it. Whether he used his power or not, he was unwilling to give it up to a Teacher Center.) He saw no need for a resource center and said that those services were already provided by the area. If the STC was going to solve the problems of the schools, he wanted to know what his job or the job of other administrators was. Finally, he said that if the STC had legitimate support from the school/community, they should demonstrate it. If the school staffs supported the STC, let him know. The staffs should decide their priorities. For example, if the staffs wanted to give up a teaching position, they could allocate the money to provide space for the TC. It was made clear at the meeting that if the STC wanted to survive as an independent entity, it must incorporate and seek funding independent of the school system. (3/29/77) The events of the space issue seem to typify the life of the STC.

After the meeting with the superintendent the board assessed its options and came to the following conclusions. It felt that it could: a) cease to exist in June when the federal funding ended; b) incorporate, become independent of the school system and seek outside funding, or c) merge with the Greater Barrington Staff Development Committee.

The sentiments expressed by the board members indicated that they felt that a merger with the GBSD would not be desirable. The superintendent retained control of the GBSD and had made it clear that he would not relinquish that control which was incompatible with the Teacher Center model. The board members also doubted whether the GBSD committee was genuinely interested in merging with a Teacher Center. In all likelihood the motivation for such an action would be to qualify for funding under the Mondale bill.

The meeting with the superintendent was held in late March, and spring break was scheduled for early April. It was clear that further action to secure space could not occur until decisions were made about whether STC would continue after NIE funding ended in June, and what it would look like if it did survive.

When the board met after spring break on April 14, the possibility of incorporating as an independent Teacher Center was discussed. Two board members expressed fear of administrators as a deterrent to that option. A majority of the board seemed to agree with them passively. The rationale was that an independent Teacher Center would be competing with the school system for resources and would be beyond the administrators' control. The situation might bring reprisals from the administration and might make teachers' lives uncomfortable or endanger their jobs.

The decision to abandon further efforts to continue the STC after NIE funding ended was not formally made at the April 14 meeting. But, it was clear from the discussion of the infeasibility of incorporation and the lack of administrative support that the STC would probably not continue past June.

So the issue of finding a space for the STC, which had consumed much of the board's time and energy during the year, was resolved. Defining what kind of space the center needed or where it would be located were meaningless questions if there wasn't going to be an STC.

Definition and Continuation

Two related issues that occupied the board during the third year were: 1. What should the STC be? 2. Should it continue past NIE funding? These issues and the quest for space described above were concurrent, and the three questions are obviously interrelated. I will now relate the events of the final year which focus on defining and determining the life span of the STC. The events described retrace the time period covered in the previous section on space. However, the perspective and focus are different, and this information enhances an understanding of the final year of the STC.

My earlier description of the Phase III proposal indicated some of the ways in which the board viewed and defined the STC. The goals were ambitious, and the board might do well to focus on the immediate issue of survival after NIE funding ended. David, an NIE officer, met with the board in Iroquois City on November 18, 1976 and conveyed the NIE staff's setinment to the board. He also told the board that they should submit an addendum to the Phase III proposal stating who would do what and when.

David's comments urging the consideration of the continued existence of the Center after June 1977 were a catalyst for the renewed discussion of the Center's definition. The nature of the Center would clearly affect its survival needs. It was obvious that a Teacher Center that primarily funded proposals would require a larger budget than could probably be secured after NIE funding was gone. That raised the question of whether a workshop/drop-in center was feasible or would be supported by the board. Chapter III

I noted that in the spring of 1976 the board had emphatically rejected the concept of a workshop/drop-in center. The reasons for the rejection had been that the Iroquois City school system already provided adequate resources, and a suspicion that the board was being manipulated by the coordinator and the Principal investigator. Several board members reversed their former positions and supported the possibility of developing a workshop/resource center. The reasons given for the change in attitude were that even though Iroquois City provided sufficient resources now, current and future budget cuts would shrink available resources. The suspicion that had surrounded last spring's reluctance to develop a drop-in center was no longer present since it was now the board's idea. However, the board remained divided on the issue throughout the year.

In late November Dick, the Principal Investigator, informed the board that Valery was not eligible to continue as administrator of the STC because she was a contracted rather than a regular school employee. He said that he had thought that the board was going to hire a fiscal-coordinator and they hadn't done so. Dorothy asked if the treasurer, Oscar, could be fiscally responsible to Dick. Dick's response was that he needed to protect himself since he was legally responsible for the grant. He felt that to insure the proper financial management, someone from the IC/IU TC should be hired or a new Principal Investigator found, and then someone at the STC could be delegated the fiscal responsiblity. Joy asked if an accountant could be hired just to do the books as the Parent Center had done. Dick replied that the Parent Center was not restricted by the city rules while the STC was and could not hire an accountant. He said that without a fiscal administrator, money had been spent illegally by the STC. It was a small matter, an error, but it meant that he was responsible, and he wouldn't let it happen again.

Either they hire an administrator 20-30% time at a cost of about $5,000 for the rest of the year or get a new Principal Investigator. Dick told them that he wouldn't mind seeing them choose a new Principal Investigator and become more independent.

The board considered the situation for a few days and consulted with NIE. The board members decided that at this late date they would be better off to stay with Dick as Principal Investigator and hire a part-time administrator. They hired Tim Bayley, an IC/IU TC staff member, at 25% time to act as fiscal manager for the remainder of the grant period.

In December the board approved the addendum to the Phase III proposal, and a constitution that Dorothy had drafted. The constitution spelled out the membership of the board, length of terms, etc., but it did not result in any major changes in the Center. Later that month seven board members traveled to New York to visit some of the NIE funded projects there and to participate in a DTA-sponsored seminar. The board members' report on the trip provided a description of the New York sites for the entire board. The reactions of the board to the trip were similar to the observations that the board members often had when visiting other projects. They felt that the things that they saw in other cities were interesting and often successful. Yet, the main impression was usually that the Iroquois City schools had more resources and were more successful and progressive than other schools that they visited.

A Second Retreat

The board members planned a retreat in mid-January to clarify the kind of Center they should have, what their roles should be, and what to do about continuing the STC past June 1977. They hired a facilitator a few days

before the retreat, but he withdrew the day before the retreat, because he did not feel that he had become sufficiently familiar with the project to work effectively with them. So the board chairperson convened the retreat, and they conducted it without an outside facilitator. The retreat was held on a Saturday at a local hotel. The setting was a large seminar room, and the retreat lasted from about 9 a.m. until approximately 4 p.m. with the group breaking for about an hour for lunch.

The board members had asked me to give a historical profile of the project, and some of my observations on the activities of the board. They felt that the information might be particularly useful to the newer members. My presentation which opened the meeting focused primarily on problems that the board had experienced in the areas of orienting new members, vagueness of goals and pruposes, external generation of the project, and the high turnover among the board. The discussion that followed confirmed the problems that I had noted, and led to an examination of the problems that the board had identified in the Phase III proposal. The major result coming out of the morning session was the board's decision that in view of economic hard times, a Teacher Center might be useful, but it would need school staff support to survive. In hopes of rallying support, they decided to make an informational presentation on the STC to all four school staffs. The board had recognized the need for staff support on previous occasions, but this was the most direct action that they had taken to secure that support. When the meeting resumed after lunch, the board members concluded that before anything could be done they had to decide whether a majority supported continuing the STC past June 1977. The nine board members present voted on the issue with six favoring continuation and three abstaining. The remainder of of the afternoon focused on discussions of expanding the STC to serve more

schools in the area, finding a location, relations with the Parent Center, and Valery's job description. The mood at the end of the retreat seemed positive. However, at subsequent Executive Board and board meetings in January, the consensus was that the retreat had not accomplished much and had left people frustrated. The board members made an effort to rectify some of the problems identified at the retreat. The chairperson announced that there would be strict adherence to agendas at board meetings in hopes of improving efficiency. New proposal guidelines that were also passed appear in Figure III (see following page).

Between mid-February and early March a team of two or three board members made a presentation to the four school staffs in an effort to gain staff support for the STC. They asked me to present the history of the project that I had given at the board retreat. I did so, except in the case of one presentation which was scheduled while I was out of town. The board members followed my history with a description of the proposals that the Center had funded and activities that the STC had supported. They then discussed their desire to continue the Center past June 1977 and the possibilities of developing alternative types of centers such as a workshop/drop-in center. Immediately following the presentation the STC representatives asked the school staffs to fill out a short questionnaire which asked whether the respondent had participated in any STC sponsored events, whether he or she would like to see the STC continue beyond June 1977, whether he or she wanted more information about the type of TC the board has considered, and whether he or she would be interested in working on the STC task force for public relations, school-community relations or researching funding sources. The results of the survey by school are presented in Tables II-V on the following pages.

FIGURE III: Proposed Guidelines - Satellite Teacher Center

With a limited budget for the balance of the federally funded period, it will be the intent of the Teacher Center to limit its resources to proposals and activities that will be in strict compliance with the stated purpose and goals during the balance of Phase III (Jan. 1 - June 30, 1977).
It will be its further intent to support activities and proposals that will be far-reaching in impact. To that end, we offer the following as guidelines for developing proposals:

1. Must include documentation of wide spread support from, but not necessarily all
   a) Other staff members and/or
   b) Other parent groups and/or
   c) Parents of a particular program and/or
   d) Student support
   e) Administration

2. Must be presented to the Board in written form at least two weeks prior to decision date, and in advance of the date of the event or starting date of a series.

3. Must document that locally available expertise has been explored, and that the consultant for a workshop or course has been approved by a major portion of the expected participants.

4. Must state, in the proposal, what other possible sources of funding have been explored. (Who initiated program, responsibility of LEA or Greater Barrington, or a particular curriculum area.)

5. If a large "package" (over $100.), who is fiscally responsible? A detailed statement will be required following the completion of the Project, stating the number of participants, paid hours, and any other expenses incurred during the course of the Project. Receipts must be furnished before payment can be made by ICEA.

6. Must address itself to one of the following:
   a) Strategies for solving problems
   b) Staff development
   c) Self development
   d) Improving communications between school and community.

7. The approval of a concept by the STC Board does not constitute an acceptance of a proposal to be subsequently submitted in detail for proposal approval.

8. An evaluation plan should be offered when the proposal is submitted, with a statement of how the knowledge or skills gained will be shared and disseminated.

9. The proposal manager shall present a resume, stating outcomes or learnings, and listing participants or, if there is a product, a black master copy will be filed with the Satellite Teacher Center for further duplication. The Satellite Teacher Center retains the right to copyright.

TABLE II: Responses to the Teacher Center Survey

Have you participated in one or more projects supported by the Satellite Teacher Center?

	Hathaway 1	Hathaway 2	Hathaway 3	Merrill
YES	22 (92%)	22 (81%)	8 (72%)	27 (66%)
NO	2 (8%)	5 (19%)	3 (28%)	14 (34%)
TOTAL	24 (100%)	27 (100%)	11 (100%)	41 (100%)

TABLE III: Responses to the Teacher Center Survey

Would you like to see a Satellite Teacher Center functioning beyond June 1977?

	Hathaway 1	Hathaway 2	Hathaway 3	Merrill
YES	21 (91%)	21 (91%)	7 (78%)	23 (60%)
NO	2 (9%)	2 (9%)	2 (22%)	15 (40%)
TOTAL	23 (100%)	23 (100%)	9 (100%)	38 (100%)

TABLE IV: Responses to the Teacher Center Survey

Would you like more information about the type of Teacher Center which the present board has in mind?

	Hathaway 1	Hathaway 2	Hathaway 3	Merrill
YES	13 (54%)	0 (0%)	2 (20%)	14 (35%)
NO	11 (46%)	23 (100%)	8 (80%)	26 (65%)
TOTAL	24 (100%)	23 (100%)	10 (100%)	30 (100%)

TABLE V: Responses to the Teacher Center Survey

Would you be interested in working in one or more of the following task forces. . .?

	Hathaway 1	Hathaway 2	Hathaway 3	Merill
YES	7 (33%)	0 (0%)	0 (0%)	2 (6%)
NO	14 (67%)	10 (100%)	10 (100%)	34 (94%)
TOTAL	21 (100%)	10 (100%)	10 (100%)	36 (100%)

The results of the survey indicate that most staff were willing to accept benefits from the Satellite Teacher Center, but were not interested in investing their time or energy in it.

In March the board focused on preparing for the meeting with the area superintendent. The question of whether a resource center was preferable to a funding-oriented center had not been entirely resolved. As I stated earlier, several members had become enthusiastic about the possibility of a workshop/drop-in center. Dorothy and Lily were most vocal in their desire for such a center and had gained at least passive approval for the concept from most of the board. Albert and Inez, supported by Jay, were the only opponents to the idea. However, both Albert and Inez were vocal in their opposition, and Albert carried influence because of his position as principal. The issue of whether the STC should develop into a resource/drop-in center had been discussed often: however, it always ended in a stalemate. Albert continued to point out that there was no consensus on the issue, so it could not be considered resolved. The opposition to the data came to an idea minority but the board did not attempt to impose a strict majority rule. Dorothy and Lily said that they felt intimidated at the thought of facing a showdown with a fellow board member who also happened to be a principal. The outcome of the situation was that the board defined the resource/drop-in model as a possible option for the STC if it continued, noting that there was some minority opposition to that model. That was their position when they met with the area superintendent in late March.

The meeting with the superintendent settled the question about the continuation and definition of the STC as well as its request for space. The reaction of the superintendent was described in the previous section. To summarize, he made it clear that he felt the school system already provided the type of services that a resource/drop-in center could provide, and if the STC solved the problems of the schools, what was his job?

While the decision to close the STC in June was not made at that meeting, the meeting was the last major attempt to insure the STC's continuation. As I stated in the previous section, the April meetings revealed that the board members felt that their only option for survival was to become independent. That would have meant competing against the school system, and the board did not feel that it had the time, energy, or staff support to do that.

Closing Down

The decision to close the Center in June was not voted on as a formal issue but was accepted after informal discussions. The spring break had occurred shortly after the March 29 meeting with the superintendent. That had given the board members time to consider their options before the next board meeting on April 14. The fact that the board members agreed that they saw an independent STC as the only option for continuation, and that they would not take that course of action, logically meant that the STC would close in June. At the following meetings on April 21 and 28, the informal consensus to close the STC was reinforced by discussion of the final report.

The main tasks that remained for the board members were to arrange for the preparation of the NIE final report on the project and to close out the budget. The NIE report would be due within sixty days after the closing of the project. The purpose of the report was to describe the activities of the project, its goals and achievements, problems they encountered, and lessons that might be learned from their experience. The NIE project officer met with them in May to clarify the report requirements. The board decided to hire someone to interview past and present board members to gather data on participants' perceptions of the project. Then Dorothy and any interested board member would incorporate the data into a report for the board's

approval. The board accepted that plan and interviewed candidates for the task of administering the interviews to board members. One of the applicants was a former board member who withdrew her application after the interview citing the insensitivity of the board in keeping candidates waiting for over an hour for their interviews, while the board discussed business. The board hired an interviewer in early June and hoped to have the information by late July.

The main budget task was to consolidate all funds possible in inservice, calculate exactly what was available, and use the money to fund proposals before June 30. With Tim's help the board assessed its staff development budget, and in late June considered the final group of proposals, using up the last of the budget.

There were also some routine arrangements that had to be made such as distributing remaining materials to the four schools and sorting documents to be sent to the school system library. These tasks were complicated by the fact that the community liaison worker had resigned in late May. She had placed some personal calls on the WATS line, and when a school auditor made the fact known and billed her, she resigned. Therefore, the part-time secretary was left with the task of sorting materials in order to close down the office.

The board met in late June, and Inger, the woman conducting the interviews, said that she had finished them and gave a verbal report. She said that she would have her work in a final form soon. Dorothy felt that she should have the report written up for board approval in July. However, the board was unable to contact Inger during the summer and little was done toward completing the final report. When school resumed in the fall, there was no STC, but the former board members had to complete the final report.

They secured an extension from NIE and wrote the report without the input of the interviews.

CHAPTER V: IMPACT OF THE SATELLITE TEACHER CENTER

IMPACT OF THE SATELLITE TEACHER CENTER

Introduction

In Chapters I through IV I have described the setting, the origins, and the life of the STC from its beginning to end. The events that were used to relate the story of the STC primarily dealt with the internal processes of the STC and the attempts at defining and clarifying the project's purpose. The issues discussed in this chapter are the STC's funding activities, the STC needs assessments which were conducted in the schools, and STC efforts at community involvement. These issues provide a gauge of the STC's impact. I will discuss the above issues, assess their impact, and what the general impact of the STC was and why.

However, before this discussion a point should be made concerning the board's definition of the STC and the relationship of the definition to action. This analysis may help explain why the board chose the funding of proposals as its major activity.

The preceding narrative clearly indicated that the definition of the project was a central theme for the STC and consumed much of the board's time and energy. It may be useful to think of the issue of definition as having two levels. One level was generated by the formal descriptions of the STC's purposes which appeared in documents such as the Scope of Work and the Phase I and II Continuation Proposals. These purposes included supporting alternative education, staff development, and community involvement. At that level there was no conflict with definition. The purpose of the Teachers' Center was to help the school-community solve its problems.

The ambiguity and uncertainity about definition and purpose that was so evident in the previous chapters, related to a second level of definition

which should have produced a shared, internalized understanding among the board members about how the STC could carry out this school-community problem-solving and how its role would differ from district services.

The fact that the board members continually restated questions about what the STC should be or do indicates that they did not attain the second level of definition. The lack of a shared definition of that order had several effects on the board's actions. One of the effects was that much of the board's time and energy was spent trying to clarify the issue rather than implementing programs. Another effect was that board members had difficulty communicating to the school staffs in reference to the STC and its activities since they were frequently uncertain themselves. Finally, the board members' lack of clarity hindered them in translating the concept of "a sustained capacity for local problem-solving" into concrete programs or actions.

In the absence of a concrete plan about how to establish a sustained capacity for problem-solving, the board allowed the first level definition of the STC to guide its actions. The result was that funding proposals became its primary activity and a way of achieving the formal goals referred to in the Scope of Work and Continuation Proposals. The fact that funding proposals had been a major activity of the MTC, and was mentioned in Dick's introduction of the project, made funding proposals a logical choice of activity for the STC board.

STC Funding Activities

The narrative in Chapters II through IV indicated that the STC began funding proposals early in 1975 and continued that activity until the close of the Center in June 1977. Anyone in the school-community, i.e., teachers, students or parents, was eligible to submit proposals to the STC. However,

in reality most proposals were staff development proposals submitted by teachers.

The process for submitting proposals was straightforward. A potential proposal writer could obtain a proposal form from his or her representative on the STC board, or directly from STC staff. The form was divided into six sections. The first requested the names of participants, the project manager, school of employment (or affiliation in the case of a student or parent) and the date and location of the proposed activity. The second section asked what needs, both personal and organizational, the proposal would address, and what goals of the STC and school system the proposal would help achieve. The third required a description of the training, content and process of the plan proposed. The fourth item informed proposal writers that evaluation of the activity was expected. The fifth item asked how information from the activity would be shared with others and the final item requested a detailed budget estimate. The proposal form was one sheet printed on both sides (see appendix R) but the author could submit additional materials such as more detailed descriptions of the proposed activity or letters of support for the project.

If the individual or the group preparing a proposal desired an explanation of the process or help in writing the proposal, assistance was available from the STC staff. The coordinator or community liaison officer routinely went through proposals with the writers to insure that they were clear and contained the needed information before they were presented to the board.

When a proposal was completed, it was presented to the board. The process for reviewing and voting on proposals changed during the life span of the STC. Initially, it was the coordinator's responsibility to supply the board members with copies of proposals to be considered. Ideally, the board

members were to have these copies at least the day prior to the particular meeting at which the proposal would be considered. In practice, the board members often received their copies of proposals on the day of the meeting or at the meeting. The reasons that the coordinator gave for that situation were his reluctance to have proposals writers wait for the next bi-monthly meeting to present their proposal if they were submitted too near the meeting time, and the difficulties of reproducing and delivering paper-work to board members in four different schools.

The writer of a proposal attended the board meeting at which his or her proposal was to be considered. The writers would make a brief presentation to the board describing the proposed activity. After having read the pro-proposal and heard the presentation, the board members were free to question the writers about the proposal. The types of questions that board members most frequently asked concerned clarification of the content of the proposed activity, how it would be carried out, whether other funding sources had been tried, whether others in the school supported the activity, and whether the proposal could be done for less money.

When the proposal writer had answered all of the board's questions, he or she generally left the room during the board's final discussion and vote. The board discussions usually centered on whether the proposal met the board's proposal guidelines, whether it was a reasonable monetary request, whether it should be funded by the school system, and whether it fell within the normal duties of the school system.

Routine activities were considered the responsibility of the school system and not the STC. A case in point was the expense involved in moving the three schools into the Hathaway complex. The board decided that it was legitimate for it to fund staff development time for the three schools, but

the board would not subsidize the staffs to spend time physically moving into the building and getting settled. The board felt that those activities were the school system's responsibility.

The original STC proposal criteria were:

I. Proposals requesting major funding should address themselves to the issue of developing the potential of school personnel and the community to promote the development of educational alternative programs.

II. Proposals will be favored which have transportability to be used elsewhere and/or for the benefit of others.

III. Managers of all funded programs will be required to report how the experience and/or training content will be shared with others.

IV. Proposals which are addressed to the following issues will be encouraged:

A. Those which relate to pre-service and inservice needs of all building personnel, students, parents and volunteers.

B. Those which enhance teachers' classroom effectiveness and management and service to all students.

C. Those which strengthen parent, student and teacher participation in school decision-making.

D. Those which address current and critical policy and curriculum issues to make schools more flexible and responsive to all.

E. Those which promote the delivery of service to students by different staffing approaches involving all building personnel, students, parents and other community and volunteer assistance. (Satellite Teacher Center 1974-75 Guidelines and Policies for Proposals.)

The proposal criteria were revised in the second year, and the revised criteria are listed in Figure III on page 112. (See Appendix G for Proposal Guidelines - checklist.) The changes are actually minor and provide little in the way of guiding board decisions in proposals.

The use of the criteria as a screening device for proposals was minimal. It is obvious that the criteria are general enough to cover almost any staff

development proposal submitted. In fact, very few proposals were rejected for any reason. During the two and one half years that the STC funded proposals, approximately 135 proposals were submitted to them. (The records indicate proposals were numbered into the 150's, but at the beginning of the third year approximately 16 numbers were skipped when assigning numbers to proposals.) Of the proposals submitted, only eight were not approved. The reasons for rejection of the few proposals not funded were usually expressed in the pre-voting discussions. They were generally jurisdictional reasons, i.e., the board felt that the program was good, but it should be financed by student fees, other community organizations, etc. Some examples of the proposals not funded were a trip for students to the Martinville river, and an arts and music program in the community.

Even though the board rarely rejected proposals, they did not always grant the full amount requested. If the board felt that there were less expensive ways to execute a project, other funding sources to supplement it, or that the budget was just too large, they discussed the issue with the proposal writer and agreed on a compromise figure.

The process described above was altered early in the third year. The board felt that it could not properly deal with the proposal at the same meeting at which it received the proposal. Therefore, the board ruled that a proposal had to be submitted at the meeting prior to the one at which it would be voted on. In the two weeks between meetings the board could submit questions or ask for clarification from the writers.

Funding Recipients and Their Proposals

The total STC budget for its three years of existence was $207,180.00. The NIE funding accounted for $196,680.00, and the STC received $10,650 in

local funds from the GBSDC. Approximately $76,000 was spent funding proposals and the remainder of the $207,000 covered staff salaries and fringe benefits, operating costs such as supplies, postage, phone, etc., information services, and travel expenses.

As I stated previously, even though anyone in the school-community could submit proposals to the STC, most proposals were submitted by teachers. Of the 125 proposals funded approximately 90% were submitted by teachers. About 7% were from the community and the major portion of this funding went to the Parent Center. The Parent Center (P.C.) used the funds to help maintain a school-community newspaper and to provide process and meeting skill training for parents. A few proposals were written and accepted by the STC board to cover expenses for the retreats described in Chapters IV and V. In one case a group of journalism students submitted a proposal for funds to attend a conference at the University. The fact is, however, that most of the proposals came from teachers, and most were for staff development.

The budgets for proposals ranged from less than fifty dollars to several thousand dollars. Staff development proposals fell into two major categories: those involving only one or a very small number of teachers, and those involving the entire school staff. The proposals submitted by individuals and small groups most often requested funds to attend conferences or workshops. The typical expenses for such proposals included the conference registration fee, travel expenses, if the conference was out of town, food and lodging, and the cost of a substitute teacher, if necessary. The conferences and workshops attended by teachers dealt with topics such as basic skills, alternative education, curriculum development, affective training and counseling, special education, and media. These categories were imposed after a review of the proposals. Curriculum development, alternative education and affective

training conferences were attended most often with each accounting for 15-20% of the total proposals. The basic skills activities such as reading and math workshops accounted for about 10% of the proposals, and there were three or four for media or special education.

Not all proposals were for attending conferences. Teachers also submitted plans to buy time and materials to develop new curricula such as math or reading programs. They also used TC funding to visit other schools, bring consultants into the school, and help finance class trips.

There were no special arrangements for teachers, such as release time, to write a proposal. When an individual or group of teachers identified a conference that they wanted to attend or an activity for which they wanted funds, they had to write the proposal on their own time. As I stated previously, the proposal writer could get information and/or assistance from the STC staff or their representative on the STC board. In fact, the representative in one of the schools said that she wrote many of the proposals for teachers in her school.

The second major type of staff development proposals were those involving the staff and entire school. These were more characteristic of the three elementary schools than the junior high school. In the junior high school departmental or committee activities were more frequently the subject of the proposals.

The elementary schools usually held one or two major staff development sessions per year, in the fall and spring. The pre-school staff development served as a time to assess needs and plan for the school year. The proposals for these sessions did not originate with, but grew out of school staff meetings and, of necessity, involved the school administrator. Committees or individuals consolidated the material generated at the meetings and did the actual proposal writing.

The content of the pre-fall inservices varied from school to school and time to time. I have listed below a number of topics from inservices at all the elementary schools. The excerpts are from the client schools' proposals to the STC.

Reviewing Teaching Materials

Ms. Jones will work with us on the new reading texts; explaining uses of new materials, how old ABC materials can be used, role of I.M.C. in new materials and timeline for same.

Spanish teachers will work with rest of staff and show how their program can enrich the rest of the school, i.e., both new parent enthusiasm for community organization and curriculum related areas.

We, teachers, aides, parents, and students will work together and formulate a school-child management philosophy that will cover: respect, both personal and for others; pride in self, school and community; basic standards of behavior in all school related activities and role/job utilization and duties.

In this case organizational needs were the focus. Identify Teams -- We are anticipating a lower enrollment, therefore, it may be necessary to reorganize teams.

We feel it is necessary to review and re-evaluate our philosophies, i.e., inter and intra team and whole school (including specialists).

This spring we have explored and are beginning to develop a written discipline policy for our school. We feel it is mandatory that this policy be formulated and ready to implement in the fall. (At least a workable draft should be completed.)

Scheduling. We will try to develop schedules which will provide for team planning during the school day. This session is concerned with both organizational and philosophical issues and their relationship.

Organizational Needs

While School '1' open modified program has had goals for a long time, there remain some problems in consistency, i.e., the ways in which the goals are programmed.

The apparent inconsistencies in programming for goals lie in three areas:

1. Use of differing teaching approaches and curriculum materials;
2. Use of resources, such as Title I, music, art, phy. ed., home ec., industrial arts, media; and
3. Use of common or understandable child management approaches.

The need is not only to assess the relationships of program goals, but also to see if the variety of approaches to goal achievement is tolerable to staff and useful to students.

Personal Needs

The differing program approaches are primarily due to staff members who have different beliefs and interpretations of school goals. Those beliefs and program interpretations of goals have not been shared clearly. The result is that staff finds itselves at odds with each other as different staff teach and implement programs differently. The resulting issues need program decisions that will account for, as much as is possible, the beliefs of staff. Those issues are:

1. The use of Title I.
2. Programs for basic skills.
3. The use of math and reading resources by families.
4. The use of media center by families.
5. The relationship of Kindergarten and other primary students.
6. The use of different curriculum materials.
7. Differences in teaching in which some students relate to one teacher and others to several teachers.
8. The use of resource people, art, phy. ed., etc., for programming, use of talents and sometimes release of family teachers.
9. Differences in language and strategies for child management.
10. Teaming or differentiated staffing.
11. Differences in the use of learning stations.
12. Differences in allowing student options.

Further documentation of differences are provided in the staff opinion survey, April 1976, as part of School 1 evaluation written May 7.

Staff stipends constituted the major costs of the total school staff in-service. Teachers' aides and parents were paid for their time, and the pre-fall sessions extended over several days at a cost of $3,000 to $5,000. Thus, while there were relatively few school-wide staff development proposals, in fact less than 10% of the toal, they claimed almost 40% of the money spent on staff development by the STC.

The distribution of the staff development funds among the four schools was not even. Table VI lists the number of proposals funded and the dollars received by each school.

Table VI: Schools Submitting Proposals and Receiving Funding

School	Number of Proposals	Dollars
School 3 (traditional)	15	11,929
School 2 (continous progress)	18	13,548
School 1 (modified open)	29	24,143
Merrill (Jr. High)	42	17,683

It is clear that the two more traditional elementary programs were nearly equal in the number of proposals funded and dollars received. The junior high had far more proposals funded but received less money than the open program received. The open program had fewer proposals funded than the junior high but received more money than any of the other schools. The reasons for the differences in the activities of the open program and the junior high can be found in: 1) the characteristics and 2) the histories of the schools. One of the characteristics of the junior high is that teachers work with fewer subjects and can concentrate their energies on their own particular area. That situation might well result in a greater number of individual proposals because a teacher of a subject such as math might have different inservice needs than a history teacher. Conversely, the elementary school teachers deal with subjects in common such as math or English or reading, and because of their shared interests their proposals usually result in long, full staff inservices.

The historical development of the open program also was conducive to inservice involving the entire staff. The open program developed over the

last seven years. During that time the staff worked long and hard together developing their group process and communication skills and their curriculum, and securing money to build the program. The principal encouraged initiative and participation from the entire staff and the skills and confidence gained in building the open program enabled the staff of the open school to exploit the STC funding process more efficiently than the other elementary schools.

The Impact of the Proposals

I have described the process the STC used to fund proposals, what sorts of projects were funded, and how the money was distributed among the schools. Funding proposals was definitely the major activity of the STC, but the impact on the school-community of the proposals funded is difficult to gauge.

An evaluation of all funded activities was required according to proposal criteria, yet, systematic evaluation of proposals by the STC did not occur. The board members of the Teacher Center never developed a standard evaluation program partly because of the different backgrounds and orientations of the participants and partly because of other demands made on the board. The coordinator's training and experience was in social work, an orientation that led him to favor service over evaluation. The board members did not possess extensive evaluation skills or a basic concern for such activities. In addition to these factors, the board members' time and energy were engaged in the funding activities, and the attempt to define the STC, locate space for it, and assure its continuation.

In the absence of a formal evaluation program, many funded activities were not evaluated. The evaluations that were done on many proposals resembled letters of gratitude more than evaluations. The proposal writer or participants often wrote merely that the activity had been needed, helpful, worthwhile, and appreciated. There were a few exceptions in which some formal

evaluations were made. The proposal that funded the coordinator of the STC to teach a Research Utilizing Problem Solving (RUPS) course for teachers, aides, and parents was one such case. At the end of the course he asked the participants to fill out a class evaluation form which he submitted to the STC. The evaluation asked for student opinions on many aspects of the class, and the evaluation rated the class very high. But, this was the exception rather than the rule, and the fact is that there was no systematic evaluation of the proposals funded by the STC.

In the absence of a formal evaluation of the funding program, I will discuss the impact of this phase of the STC efforts at proposal funding, following a description of the other STC activities.

Needs Assessments and Informational Services

Needs Assessments

In Chapter III it was noted that needs assessments had been part of the original Scope of Work. Both Seth and David, the NIE officers, had urged the STC to carry out needs assessments before they began funding proposals. NIE was interested in the needs assessments because they saw them as genuinely useful, not simply because they were part of the original proposal. Dick Ayers, the Principal Investigator, and Ted, the Coordinator, were aware of NIE officers' fear that if needs assessments were not completed, a coherent funding program would not emerge. The NIE officers' fears that the STC would finance an unrelated patchwork of proposals* were valid for in fact that is what happened. However, Dick and Ted felt that it was important to begin funding in order to gain support and they deferred doing the needs assessments until the spring of 1975.

*See NIE letter pp. 44 and 45.

The needs assessments however were not done during the spring. There was resistance from the schools because they saw the request for a needs assessment not as a useful activity but as a useless formal requirement. There were also other reasons for the negative attitude toward a needs assessment. In spring 1975, all three elementary schools were in the process of packing up and preparing to move to the new tri-school complex. The staffs felt pressed for time and also felt that their needs might change radically when they were in the new building. The school staffs also felt a needs assessment was repetitive since they had done needs assessments in the past for programs such as Title I and human relations. Another needs assessment was not a high priority. The Teacher Center board members expressed uncertainty about how to help their schools carry out a needs assessment which was unwanted. They also felt that unless they had the skills to assist in the process, it was difficult to pressure the schools to carry it out.

In the fall of 1975, the second year of the project, the board made the needs assessments mandatory. The schools were informed that in order to continue receiving funding for proposals, they had to complete a needs assessment. The STC coordinator and the Principal Investigator held a training session for the board members on needs assessments so that they could assist the staff in their schools in carrying out the needs assessment. Each board member was required to list the issue he felt was most important to the functioning of the organization. The issues were then reviewed and consolidated by the coordinator. The result was a list of eight concerns or problems to which the board members had to assign priorities. Each member submitted a list, then all the lists were added and an average numerical priority was computed for each item. The result was a list of eight needs

or problems that had been isolated and given priority by the group. Ideally, such a needs assessment could then be used to focus the resources of a group on solutions to the problems that had been identified. The board members also reviewed and discussed a few variations of the above process. After the training session they expressed more confidence in their ability to assist the schools in a needs assessment.

The STC representatives took an active role in planning the needs assessments sessions in their schools. In the junior high school and in two of the elementary schools the assessments were conducted at regular staff meetings or inservices. In the open school special morning meetings were held for the purpose of the needs assessment.

The process used by the four school staffs to complete the needs assessments were similar to those the board members had learned. The participants identified issues or concerns and then ranked them. There was some variation among schools, i.e., in one school problems were stated in the form "I need. . ." In another, issues were listed, and both the importance of the issue and how well the school was dealing with it were noted numerically.

The top priorities of the junior high school were:

1. Need to increase student achievement.
2. Need to deal with the problem of class size.
3. Need for students to be responsible for their actions.
4. Need for teachers to support each other.
5. Need to give attention to both high and low achievers.

In the elementary schools the priorities for 3 and 1 schools were:

School 3:

1. The Media Center - How to use it, how will children use it, as a source of materials and ideas for Interest Centers.

   How to develop pride and respect in the children for themselves, the new building, the buses, each other. General discipline.

2. Uniformity of discipline within the school - the positive approach.

All aspects of moving to the new building.

3. Coping with classroom size by using resource personnel to help make the teacher's work more tolerable.

4. Challenging or providing extra help for the capable child.
   a. Tutors for the Vietnamese child.
   b. Students tutoring students.
   c. Interest Centers.

School 1:

*176	Organize and prepare materials
64	Child management
63	Affective education
45	Communication and clarification of program
39	Volunteering and community
37	Goals - Try New Things - Stimulate
37	Math
30	Get to know you
23	Language arts
23	Responsibility
20	Recordkeeping and conferences
19	Human resources
19	Open School
17	Media Center
17	Teaching Methods
15	Decision Making
14	Problem Solving
13	Family
11	Time
10	Reading
6	Evaluation
6	Science and Health
6	Space
3	Options
2	Integrated Curriculum
2	Tri-School

Note: We feel this process shows priorities of people involved with our program.

The entire needs assessment for each school is listed in Appendix S.

*Numbers equal to total point values assigned to issues by participants. The point range per item was 1-5, five being highest and one being lowest priority.

Information Services

Although funding proposals was the STC's major activity, it was also responsible for conducting a needs assessment in each of the client schools; providing board members with an opportunity to see other teacher centers around the country; and delivering informational services to the school staffs.

Among the services that the STC provided were the scheduling of informational films, arranging for the display of commercial teaching materials, maintaining a collection of educational literature, and arranging for a course at the University. The University course was the single largest service activity, but it was not restricted to the client schools.

The course was given at the University for three quarters, and was taught by three members of the education department. One was the Principal Investigator and the other two were affiliated with the IC/IU TC. The cost to the STC was $9,750.00. According to the class list from one of the quarters, only seven of the 26 students were from the client schools.

The following description of the course is an excerpt from a class syllabus.

> The primary purpose of this program is to prepare leadership personnel in the design and implementation of alternative school programs. Participants in the program will often work in small support groups in an effort to reinforce collaborative problem solving. The central focus of this program is to identify the basic issues and problems in actual school settings with respect to alternative programs and attendant staff development and intervene with appropriate problem solving skills and strategies.
>
> Phase one of the program, or that phase completed during Winter Quarter 1975 will focus on an overview of general leadership and change. Skills that can be adapted to any setting regardless of program design or staff needs. Concurrent with this focus there will be needs assessment and agenda setting activities in order to meet your more specific individual and school needs. (Class syllabus.)

The course as it was described was very much in accordance with the problem-solving objectives of the project, but there is little evidence of its effects on the four client schools. Several of the teachers who had taken the course, said that they remembered that the course had been enjoyable, but all were vague about the content or whether it had helped them directly in classroom situations.

Another service that the STC provided was visitation to other teacher centers and schools around the country. The NIE budget provided $3000 in each phase to link the STC with other projects. The board sent teachers' aides and parents to visit schools in the east, the west and the midwest. Written reports to the board were always made by participants in these trips. The reports usually indicated that the schools and Teacher Centers visited often had interesting programs and activities. But the main impression of those visiting other sites was a confirmation of how progressive and well-off Iroquois City was.

Community Involvement

Community involvement was listed as a goal in the original Teacher Center proposal, and the board membership included community representatives. A community resource developer was hired to facilitate community participation in the project. There was also an ethic of community involvement present at all levels, both in the site and at NIE.

An interview with an NIE project officer confirmed that while NIE was not dictating community involvement, they felt that it was essential in developing and maintaining a first rate educational system. Given the fact that community involvement was an explicit value of the federal funding agency, the city school system, the area, the client schools the STC

served, and the IC/IU TC (see Chapter II), it is not surprising that the STC attempted to involve the community. In this section I will discuss the existence of the ethic of community involvement and STC's efforts at community involvement.

The Iroquois City school system has also shown concern for community involvement. The Iroquois City Accountability Project published a study of community participation in Iroquois City schools in May 1975. ("Community Participation in the Iroquois City Schools," Iroquois Accountability Project 1975.) The Accountability Project was funded by the Iroquois Council on Quality Education from 1975-75. The charge of this committee on community participation was to evaluate "the extent and impact of community participation in school planning, operation and evaluation." (Ibid., page 3.) The committee's existence is verification that the Iroquois City school system endorses the concept of community participation. However a definition of what community participation is or a critique of that participation will not be attempted.

The effectiveness of participation is not the issue here. I think that the expressed attitudes toward participation are a significant part of the social environment of the Teacher Center. The report acknowledges that "advisory committees have proliferated at all administrative levels of the Iroquois City school system. 'Old line' citizen groups operating city-wide such as the PTSA, the Citizen's Committee on Public Education and the League of Women Voters are recognized agents for school involvement. Newly formed area advisory councils are also identified as effective in influencing local education. Many and varied opportunities for volunteer work in the schools were shown to exist." (Ibid,. page 5.)

Greater Barrington, in which the Teacher Center is located, also expresses a commitment to community involvement. In an interview with the district superintendent in August 1975, he confirmed the district's commitment. He said that he had been working on it for the past five or six years. Greater Barrington encompasses a Model Cities area which had brought some citizens and school personnel together via the Model Cities Council. He explained that presently decisions on staff development funds are made by the GBSDC which has parent representation. I was also informed that the area has a parent advisory council to give parents input into the system. I cannot describe the effectiveness of community involvement in Greater Barrington, but the superintendent made it quite clear that community involvement was an area goal.

The four client schools of the STC are located in the Longrifle neighborhood, and both the individual schools and the community have histories of commitment to community involvement through such structures as the Parent Center. In order to facilitate community involvement, there were community representatives on the STC board from its beginning. However, the minutes of the board meetings do not indicate much discussion of the community's role during the first few months of operation.

Then, on April 3, 1975, Ted announced that he was hiring Valery Totten as a community resource developer, a role that had originated in SCA. There was a great deal of conflict and confusion surrounding Valery's role which will be discussed shortly. She was introduced at the April 17 board meeting. The board had had no input in her selection nor did they know the position had been designated as part of the STC. Her duties, as described in her contract are shown below:

1. Establish and maintain lines of communication and linkage with other School-Community Councils, committees, groups and agencies serving the Satellite Teacher Center community.

2. Assist the Coordinator of the Teacher Center in the production of a newsletter and/or provide information on Teacher Center activities to other Area school and community newlsetters.

3. Assist in the development of human and material resources that can be shared with the school and community served by the Satellite Teacher Center.

4. Make available orientation and training sessions on issues of community involvement ranging from participation in decision making to classroom volunteers and other trainer services in the Teacher Center program.

5. Participation in the Teacher Center's internal evaluation process and the Documentation and Technical Assistance Project.

6. Perform other program and operational duties as assigned by the Satellite Teacher Center Board and Coordinator. (Community Resource Developer's Contract, April 1975.)

During the spring of 1975, the board expressed uncertainty and confusion as to how the community should be involved in the project. This was, of course, related to the general uncertainty of purpose described in Chapters II, III, and IV. They formed a committee on community involvement in May which voiced the following questions:

> Considerable discussion followed regarding the Committee on Community Involvement. What is meant by this? How much involvement? Advisory or collaborative decision making? What is a School-Community Council? Its purpose? Ted pointed out that the project expects school-community collaborative efforts in problem solving. Problems, issues and concerns can be brought up and discussed and mutual efforts made to plan, develop and implement strategies to work on and/or solve them. Obviously, the Committee can address itself to these points and will be reporting periodically to the Board. (Minutes, TC Board meeting, May 1, 1975.)

The committee prepared a report for the June 5 board meeting, however, the meeting ran overtime, and the report was postponed till the next meeting, June 12. Valery was not present at that meeting. The report raised questions

and offered some suggestions:

Question: What role, if any, does the community play in the Teacher Center charge? "Teacher Center funded by NIE for problem solving by school and community." Does the name, "Teacher Center," preclude community involvement? Is the community aware of the Teacher Center? Have we really determined the source of why teachers have the swing vote?

Suggestions: "In Winnipeg, Teacher Center calls their space the Education Center." Since "place" and "space" are mentioned so frequently in the group's dialogue, some suggested alternatives are "The Space Center," "The Learning Place," "School-Community Education Center," "The Place," "Space 'n Place," "Space to . . ." Another suggestion was that we communicate, in some form or other, that the Teacher Center welcomes the community.

Question: What is the student's role in the Teacher Center?

Suggestions: For instance, have social studies classes visit the Teacher Center, explain its presence here at Merrill, ask for input. Involve students in proposal writing processes, especially when their needs are involved, let them do their own needs assessment.

Observation: Most teachers view the Teacher Center mainly as a "place" to access monies.

Suggestions: Provide a complete packet of materials to all teachers, include statement of purpose; proposal forms; how monies spent; TC chart; newsletter; etc. (Perhaps a form asking for their suggestions.) Issue a special invitation to teachers along with the newsletter.

Observation: Teachers writing proposals have expressed uneasiness when presenting them to the board "too tough."

Suggestion: Each building's board members should take more responsibility in developing a role in communicating TC activities and give support services as proposals are developed on a building level.

Observation: Presently there is low morale among teachers, loss of jobs, moving, new program, less monies, etc.

Suggestion: Teacher Center must serve a vital role and look at what essential services it can provide.

Ideas: Providing material services. . .

1. list of all printed and other resources available at or through the Teacher Center,
2. develop a list of free resources throughout Iroquois City,
3. obtain materials, periodicals when requested, purchase or order through 807,

4. provide special equipment (xerox/laminator/typewriter, etc.) along with "quiet" workspace. (Having an annex at Hathaway would facilitate these services.)

Providing a place/space to. . .

1. provide a platform for periodic forums,
2. a place to gather for teachers where they can share and/or vent feelings,
3. provide space to exhibit new materials/curriculum and one another's materials,
4. develop an "idea book or log" when something happens to you "what works?"
5. develop a teacher-skill exchange,
6. look at options/alternatives in education and teaching:
   a. retired teachers as a resource
   b. teacher interest groups
   c. peer and cross-school teaching
   d. alternative careers
   e. develop liaison between elementary and junior high learning.

(Ad Hoc Committee on Role and Use of TC, May 27, 1975.)

There was little discussion of the report, but the board agreed that more work was needed in making the community representatives effective.

> It was recognized that obtaining input from the community members on the board has been poor and little effort has been made to draw them into discussions and obtain their feelings and thoughts. Deliberate efforts will be taken by both board members and Ted to achieve this. (Minutes, TC board meeting, June 12, 1975.)

During the summer meetings several board members began questioning Valery's role. They complained that they had no idea what she did. Yet, the board voted to renew her contract for the remainder of Phase I (through December 31, 1975), with the stipulations that her job be more clearly defined and that she report regularly to the board. (Minutes, TC meeting, July 10, 1975.)

At the August 7 meeting Valery was not present, but Ted informed the board that he had offered her a contract. The question of to whom she was responsible and what she did arose again. Ted maintained that "since the person is hired by Ted as a staff person, then that person reports directly

to and (is) directed by him." (Minutes, TC meeting, August 7, 1975.) However, Ted agreed to direct Valery to report her activities and respond to questions at each meeting.

The discussion of Valery's role raised the question of what the community's role in the project actually was. The board had not developed a clear policy on the community and they felt that:

> unless the board is convinced that community involvement and input into the project is essential and valid, then the position is useless. Ted and several members pointed out that the board had no choice in wanting community involvement. The NIE grant announcement expected the school and community to be involved in the project. This was reiterated by the Scope of Work. (Minutes, TC meeting, August 7, 1975.)

At that point it was clear that whether or not individuals or the board had a commitment to community involvement or a plan to implement it, they felt the pressure of an "ethic of involvement." In the fall Valery began the reporting procedure that the board had requested. She distributed one to three page, typed reports describing what she had done since the last meeting. Initially she read the reports after distributing them to board members. Then after a few meetings she simply passed them out, and after giving the board an opportunity to read them, asked if there were any questions or discussions. There were very few comments, questions, or discussions generated by Valery's reports.

Throughout the fall the question of what community involvement is or should be arose several times but was not answered. Valery continued to function as she had been and reported at each meeting. The committee on community involvement met again in late October. They presented their report at the October 23 board meeting. No action was taken. At the retreat held during the winter of 1975, the Center's commitment to community involvement was reiterated. However, specific programs were not devised.

In the spring of 1976 there were many new board members. They expressed concern for their lack of knowledge about Valery's job. One board member questioned Valery's involvement with a feminist-socialist school since her actions might be construed as representing the Center. Ted again responded that Valery was responsible to him. However, the new board members were not willing to accept that situation. They formed a committee to define the staff's role and relationship to the board.

During the final year of the STC, the community liaison worker assumed many of the daily administrative duties at the Center (See Chapter IV.) She continued to promote community involvement, but it became a secondary function.

The purpose of this description has been to indicate the structures that the Center developed for community involvement. During the major part of the first two years, the Center employed a full time community resource developer. The community also maintained representation on the board. While a general commitment to community involvement existed, explicit programs and goals were missing. Given this situation, what did the community involvement mean?

What Did Valery Do?

Ted gave Valery very few specific directives. In her own words she had the choice between "doing nothing, or doing what I, (Valery) decided to do. Since I would rather be busy, I've done many things." (Interview with Valery, spring, 1976.) Ted told me in a separate interview that if Valery had chosen to do nothing, he would have given her things to do.

The interviews with the community representatives indicated that they did not feel that Valery represented a numerical majority of the community.

In fact, her major project was an investigation of the Iroquois City's school system's lunch program. However, that activity was not initiated by the board or Ted, and it did not deal exclusively with the client schools. Though Valery was very active, there was no coherent plan for community involvement or direction from the board.

In order to convey what Valery's daily activities were, I have taken excerpts from several of her reports to the board. The report chronicles her activities during a two week period. Of course, the reader will not be familiar with the persons or organizations mentioned in the excerpt, but nonetheless, it indicates how she spent her time.

> Meeting with Parent Center Board, I felt, went really well, explained both my own position and had some dialogue on the Teacher Center itself and how it might be of service to community members. Passed out the newsletter. Really like the relaxed atmosphere of their board meetings.
>
> Another meeting with Joy Ross, Hathaway Community Education, and Laura Mae, Parent Center. Included in this meeting was Iris Hall, Project Help, South High Community Education. Laura and Joy at this point do not seem willing to engage in any collaborative action. Iris and I decided to go ahead with a joint "Community Happenings" bulletin anyway, listing local and city-wide meetings, cultural and educational events that may, especially, be of interest to teachers but will be given as much circulation as possible among the community. In terms of the Parent Center and Hathaway Community Ed., it was left that we would continue to exchange information and feed into one another's bulletins. Therefore, I will simply give Laura Teacher Center dates, and she will print them in her publication. I have asked them both, as well as others, to have any materials ready by November 11, as we will try and have our first bulletin out by that week.
>
> Have also discussed the collaboration with South Centerville's Team Project and needs assessment with the community - this is especially clear after my workshop on needs assessment. Iris also arranged to have South Centerville High's Neighborhood Club meet at the Teacher Center November 5, although I was at the workshop that day, Ted filled the group in about the Teacher Center, and I will meet personally with them later this month. Nine parents came to the meeting.

Meetings with "3" parents and Laura, Parent Center, regarding the publishing of school-community related organizations, their functions, philosophies, meeting dates, etc. unfolding. Parent Center will publish list and the Greater Barrington Office working on structural, organization charts. Successful outcome.

Planned a number of meetings, with representatives throughout Iroquois City, the Consumer Food Hearings, Saturday, April 3. The hearings were well attended by lay people as well as people from the School's State Agriculture Department, USDA, Consumer Affairs, Labor, Farmer Agencies, etc. It was extremely informative; the first part and a very large part of the hearing was on the Iroquois City School Lunch Program. There were several speakers on the various aspects of the issue and by far had the most audience response and interest.

Did the summary of the Teacher Center's Parent Survey which was distributed at the April 1 board meeting. Some of the results of which were published in an article written by Susan Gurr on the School Lunch Program and other parent/community concerns.

Had a planning meeting with the Minister of Campion Church, the Director of EEC, and the head of Co-op Outreach on preparation for summer. Since I will not be employed over the summer, it seems necessary for someone to take phone messages, and Campion Church was tentatively agreed as well as referring resource people to us.

Met with and assisted student from Hardy U High Open Classroom and South Centerville Free School on project papers she was doing.

Meet with steering committee of Iroquois Food Coalition.

Met with representatives of the Greater Barrington Nutrition and Greater Normal Area Nutrition subcommittees for purposes of turning over important information and mailing lists which I have collected during the process of my involvement with the Nutrition Center issue.

GBPAC at their last meeting, May 19, formally requested financial information regarding the Nutrition Center and its operation.

Attended part of the IC/IU TC Retreat at which time we were informed of future plans. Ted and I discussed the Chicago Teacher Center visits.

Attended the Parent Center Leadership Training session. Provided some materials and exercises. (Valery's reports.)

It is clear that Valery was busy. Yet, there is no central theme to her activities, and no direction from the board.

What was the STC's Impact in the School-Community?

In the preceeding pages I have presented an account of the life of the STC and a description of some of the major activities of the project. That information provides the reader with an understanding of what the STC was like as an organization and how the STC utilized its resources. I will now discuss what the impact of the project was on the school-community. I will also discuss some of the causes for the STC's impact, or lack of impact, based on the information presented in the case study.

At the most general level, STC seems to have had little or no effect. The expressed purpose of the project as documented in Chapter I, was to establish "a sustained capacity for local problem-solving." The project was external to the school-community from its inception. It came into existence only because of NIE funds and was the idea of "outsiders", i.e., staff from the IC/IU TC. When the federal funding ended, the STC ceased to exist, and there is no remaining formal or informal structure or process to affect the problem-solving capacity of the school-community.

However, it is not reasonable to assume that a project that existed in a school-community for three years did not have some impact. Even though the Center no longer exists, its activities obviously had to have some impact on the school-community. In the remainder of this section I will analyze the impact of the activities that have been described in this case study i.e., the funding of proposals, the needs assessments, and community involvement.

I can draw some general conclusions about the impact of the funding activities based on the information in the case study and conversations and

interviews with teachers. During my two years of field work, I spoke to many teachers concerning the activities funded by the STC. The assessments that participants made of funded activities were consistently positive and ranged from moderate approval to enthusiastic endorsement. Yet, even though the inservice program seems to have had a positive impact, it is not clear that the inservice can necessarily be credited to the existence of the STC per se. During the period in which the STC functioned, three of the client schools were making the transition to a new school complex and/or program. The creation of the alternative schools in Iroquois City was assumed by the school administrators to require additional inservice. Thus both teachers and administrators expressed the opinion that if the STC had not existed, the Hathaway schools would have received additional staff development funds from the school system.

It should also be remembered that the school system provides all elementary teachers with staff development time each Tuesday. The children are released at 1:30 p.m., so that the afternoons can be used for human relations meetings or city-wide discussion topics, and the schools also are given the flexibility of selecting programs for staff development. But regardless of who determines the content, it is a regular and continuous staff development program.

Several teachers also told me that if there had been no funding for the pre-fall staff development, they would have done it on their own time. These pre-fall sessions were used to discuss needs, and plan the year's activities before school started. One principal observed that these pre-fall workshops also generated solidarity and good spirits among the staff that carried through the year. Pre-fall workshops are not routinely funded in the city, but those that were funded by the STC very well might have been

funded by the city since the schools were in transition. In the future the city will not be likely to fund such workshops since the schools have completed the transition, and it is impossible to know whether the school staffs will actually continue to conduct the pre-fall workshops without pay. When I questioned the principal in the traditional school about it, he felt that it would be as it has been in the past. That is, some teachers would come in to prepare before school starts and others wouldn't, but it will be a much more individual approach. In the open school there seemed to be more of a tradition of group staff development and a feeling that it would continue even without funds. Yet, at this point predictions about what will happen are little more than guesses.

There is one reservation in crediting the impact of the inservice program to the STC. Much of the inservice may have occurred anyway or may have been funded through other sources such as the GBSDC. If so, the impact or effects of the proposals funded might have been achieved more efficiently and economically than by supporting the STC.

The effects of the STC's services and needs assessments are equally difficult to judge. Much of the above discussion about the availability of inservice from other sources and the difficulty of judging impact of inservice also applies to the STC services. When NIE urged the STC to conduct school needs assessments, they had a specific goal in mind. One of the NIE officers said in an interview that they hoped that the results of the needs assessment would guide the STC funding so that a consistent and mutually supportive program of activities would be funded. However, that did not occur, and in fact, an unrelated patchwork of proposals was funded, as NIE had feared. So the needs assessments did not have the effect of helping the STC development a coherent funding program. Part of the problem was that

the results of the needs assessments as well as the proposal guidelines were general enough to cover almost all the proposals submitted. The result was that the needs assessments did not offer guidance for funding proposals as NIE had hoped, therefore, almost all proposals were funded.

In the area of community involvement the impact of the STC also seems slight. My description of the community involvement efforts indicated that the role of the community was not clear, and both community representatives and STC staff did not think that there had been effective community involvement.

In addition to the impact of its programs, the STC has provided individuals with some experience in decision making and proposal writing. The board members gained experience by making decisions about the operation of the STC and the funding of proposals. The teachers who submitted proposals learned something of the art of proposal writing and securing resources. What use the individual teachers will be able to make of such skills is impossible to say at this point.

The indications are that people in the site perceive the impact of the STC as relatively small. In the spring of 1976 I asked 12 staff from the client schools what impact they felt the STC had had on their school. The responses were:

5 - It hasn't affected us.
4 - It has helped a little by funding proposals.
2 - It has helped staff work together through proposals.
1 - I don't know.

A year later in the STC's final year there seemed to be no change in the perceptions of the usefulness of the STC. The teacher survey, referred to in Chapter IV, indicated that most teachers were willing to continue accepting money from the STC, but few wanted to know more about it or work with it. In fact, as the narrative in Chapters II and III indicated, there was some

hostility toward the STC, primarily at the junior high school. Part of the impact of the STC may have been to heighten existing mistrust of federal programs and research for some teachers. The meeting with the Area superintendent, which was described in Chapter IV, clearly indicated that the administration did not feel that the STC had had a significant positive impact.

In summary, it appears that at best the impact of the STC has been slight, and primarily has consisted of benefits that resulted from inservice programs. It also appears that some of the inservice may have occurred even if the STC had not existed. In the remainder of this Chapter I will discuss why things occurred as they did.

Why?

Definition. Perhaps the most basic problem that the STC experienced was the chronic uncertainty among the board members as to exactly what the STC should be. The information in my documentation of the project suggests several reasons for that. They are:

A. The external generation of the project: As I stated in Chapters I and II, the project was created by "outsiders." Therefore, the board and school staffs did not feel the sense of ownership that they might have if they had been involved in the planning for the project.

B. The board was not given sufficient orientation and training. The board did receive several sessions of orientation by IC/IU TC staff during the first months of the program. After that orientation the position of the Principal Investigator was that the STC would be allowed to develop independently, and the IC/IU staff would be available to lend assistance but only if called on. However, the orientation that the board received did not give them sufficient understanding of the project.

C. The project was couched in vague and abstract terms. It is not surprising that the project participants had difficulty translating a "capacity for local problem-solving" into concrete programs.

Acceptance. In addition to the board's lack of clarity, there was the matter of the lack of acceptance and support for the STC by the staffs of the client schools. This lack of support was indicated in the narrative, the staff interviews that I conducted, and the survey that the STC did. Some of the contributing factors were:

A. The board's own uncertainty about the Center's purpose. It is obviously difficult to "sell" something when one is not sure what the "product" is.

B. The funding agency role. The role that the STC assumed did not encourage ownership among the client staffs. The image of a granting agency is one of bureaucratic aloofness rather than that of an organization with which the client can identify and feel a sense of ownership.

C. School prosperity. The level of prosperity in the school system may have also worked against the school staffs developing a need for ownership in the STC. Some of the other NIE funded projects offered clients such things as consultants, workshops, and other inservice. (Baldwin, 1977.) However, as I have stated in this case study, the Iroquois City school system provided consultants, weekly inservice, and other miscellaneous inservice funds. The scarcity of resources that existed in some cities may have been an incentive for locals to work to develop projects such as the STC. In Iroquois City this was not the case.

D. Moving activities. It is also clear that the move from the old schools into the new complex claimed much of the time and energy of the elementary school staffs. The preparation, the move, and the adjustment occupied more than a year and left little time for other interests.

E. Physical and organizational separation. The fact that the STC was physically separated from the three elementary schools during the first two years also contributed to its isolation. It is clear that functionally and organizationally the STC was separated from the schools. In the IC case there was no function for a funding agency in the daily routine of schools. Organizational independence from the schools helped the STC restrain the administrator's control of the Center. Yet, it also accentuated the fact that it was not a "regular" part of the school.

Participants' Views

The participants' views on community involvement will contribute to an understanding of the STC's efforts in that area, therefore, some of those views were gathered through interviews and are presented below. Prior to presenting this information, however two facts about the STC community representatives should be noted. As with the board in general, there was very high turnover of community representatives. The second point is that the community representatives were not originally intended to be the school staff. Several of the representatives who were viewed as community representatives were in fact employed by the schools as aides. I asked one of the aides on the board whether she felt she was a staff or community representative. She replied

> I came in as a staff and minority representative. I didn't consider myself a community representative, but they do turn to us as community representatives. But everyone else in the board is a parent also, so why not ask anyone? They may not consider aides as staff since we're not teachers.

During the final year of the STC two aides who had resigned during the summer were replaced with representatives who were not school employees. Initially I asked the community representatives who their constituency was and

how they could know what the community wanted. None claimed to have an answer to that. Some of the responses were as follows:

> We don't really know how to involve the community.
> I try to be active in the community and know the community's feelings from personal contacts.
> There is high indifference.
> I try to talk to the active parents.
> (Interviews with community representatives, spring, 1975.)

I also asked how much influence they felt that they had on the board, and how much impact the project had on the community. Listed below are some of the responses;

> We (community) have no influence, the staff controls things.
> I'm not sure.
> The STC has had no real impact.
> The STC has had some classes and a bazaar that brought some people into the Center.
> We have very little influence. You state your feelings and then people vote one way or another, just because it's late or to get it over with.
> The STC has helped a small minority, i.e., the parent consultants. But these people are always involved anyway.
> It's too bad the STC didn't start a year later when people were settled in Hathaway. It might have done better.
> (Interviews with community representatives, spring, 1976.)

Maintenance of the community resource developer's position was the Center's major investment in community involvement. I asked the community representatives their opinion of her work and her role. The responses indicated that the "community representatives" did not feel that Valery represented the community, and they were unhappy with the way she was selected. Some of the specific responses were;

> She's (Valery) dedicated, but most parents don't understand her.
> I like her (Valery), but I don't agree with her philosophy.
> She (Valery) was hired without the consent of the board, and she does things without consulting the board.
> The community has many straight-laced people. Valery should not be representing them.
> Why wasn't someone from the community considered for the job.
> She's (Valery) very good for what she has to go on.
> (Interviews with community representatives, spring, 1976.)

I also sought Valery's assessment of community involvement in the project. I asked what she thought her purpose was. She replied that her contract was rather vague. She said that she had wanted to be defined as a community organizer, but Dick Ayers was afraid it would be politically unwise. She said that she felt that the role of the community in the project had been very small.

I asked what she thought would have helped; she replied, "In the spring of 1975 the committee on community involvement made some very good recommendations. However, they were ignored. To organize people you need issues and staff. We haven't had either." (Interview with Valery, April 6, 1976.)

I asked Valery how she saw the civil service representatives and what the future of the community involvement in the project would be. "The civil service representatives have no philosophical commitment. So they're not effective or predictable. I'm trying to get parent representatives, but people feel it's ineffective."

Ted's assessment of the community's role was much the same as Valery's and the community representatives. When I asked him what his ideas for community involvement had originally been, he replied, "It (community involvement) was stated in the NIE announcement. It was a mandate." I asked if he knew any way for a community representative to know their constituency. He said that he didn't. I also asked if he thought the community involvement had been effective. His response was, "No, it hasn't been very effective at all."

I asked whether he thought that Valery had been effective in her role as community resource developer. His reply was;

> She was effective with the activist group, but not really the whole community. She didn't relate to the whole community, and she irritated the board members. They saw that she was employed by the system, and yet she attacked it. They were part of the system, and they didn't trust her. (Interview with Ted, Fall, 1976.)

The coordinator seemed to be of the opinion that Valery was too radical for the community.

The information that I have presented suggests several reasons for the lack of satisfaction that the participants expressed concerning the project's community involvement efforts. One factor was the external generation of the project, another was the lack of clarity about constituency. The community representatives indicated that they did not know how to determine their constituency. The community representatives were selected by school administrators or staff, not the community. In fact, several representatives were actually staff, i.e., aides. Was their constituency the staff or community?

It was also evident that the board members did not appear to have a theory or philosophy that could be put into operation. They felt that the community should be involved, however, they never defined community involvement or how it could be achieved.

The role of the community resource developer was a point of contention. The board had no input in the hiring of the community resource developer. It is clear from the data that were presented earlier that there was resentment and hostility from some board members toward the resource developer. In addition to their lack of input in her selection, the board members complained on numerous occasions that they did not know what she did. Even after she began reporting her activities at each meeting, board members still were not sure what she did. Though her reports were very specific, i.e., who she met with, what projects were in progress, etc., the board members apparently remained confused about what it was that she was trying to accomplish. That was, in part, a result of the vagueness of the job description she received. She acknowledged that she had had very little direction during the project.

Valery, the community resource developer, also alienated some board members. She has a long history of political and cultural activity that would not sit well in a conservative community. This was exemplified by the board members questioning Valery's involvement with a feminist-socialist school, and one of the community representatives remarked that "there are a lot of straight-laced people in this community, and Valery shouldn't represent them. We don't agree with things like her going around without a bra and all." (Interview with a community representative, spring, 1976.)

The community resource developer's role was transposed from a social setting (South Centerville) in which it was considered successful to a new and different environment. It does not appear that there was a sufficient awareness of the change in environment and the need for appropriate changes in the role.

There were other avenues available to those interested in community involvement. As I have stated, there had been other attempts at community involvement in the Longrifle Neighborhood for the past several years. There existed structures for community involvement ranging from the PTA to the use of parent consultants, home visits by a principal, and a Parent Center. The STC did not have a clear and dynamic program for community involvement. Therefore, it is not surprising that they did not draw out community members that other structures had been unable to reach, or recruit the time and energies of those already involved in school-community structures.

Of course, the staff development orientation of the STC was not conducive to community involvement. The main emphasis of the STC activity was funding staff development proposals. This, in fact, resulted in a primarily teacher, rather than community, oriented structure. Even the name "Teacher Center" was seen by some as an exclusion of community.

Many factors influenced the outcome of the STC in addition to those pertaining to community involvement. The teacher center model was transported form one social environment to another (See the description of SCA in Chapter I.). Not enough consideration was given to adjustments in the model to accomodate the new environment. It was also clear that the board generally did not have administrative skills or experience. Proper training for the board was not provided. This differs from orientation. I am not referring to explanations about the nature of the project but to skill training in group dynamics, decision making, budget skills, etc. In addition, there was very high turnover on the board and poor orientation of new members, and finally, the skills of the original coordinator of the STC did not match the needs of the project. In the final year the STC board officers assumed many of the administrative responsibilities; however, that was not satisfactory either. In the board's final report to NIE it was concluded that volunteer staff was not adequate to maintain a teacher center.

CHAPTER VI: SUMMARY AND APPLICATIONS

SUMMARY AND APPLICATIONS

Introduction

Throughout this case study my main objective has been to relate the story of the STC as accurately and comprehensively as possible. In Chapter V I presented some of the reasons, based on my documentation of the project, as to why things happened as they did. In this chapter I will summarize some of the major points about the project and lessons that might be learned from STC's experience.

The Principal Investigator's View

In the Introduction I noted that the relationship of the Principal Investigator to the project created a TAG with two components. One was the Principal Investigator and his staff, who created the STC, and the other was the STC, an independent entity. The focus of this study has been on the STC. However, I think that it is important to consider the Principal Investigaor's reflections on the project, both because of his formal role in the project and his experience with innovative educational projects. The information presented below was obtained through interviews with the Principal Investigator.

Dick Ayers recognizes the fact that a capacity for problem solving was not established by the STC, not in terms of his goal of securing the control of staff development budgets for teachers, or by any other criteria. Yet, he does not feel that the project was useless. After all, it was a research project, and lessons have been learned from it.

I pressed Dick for more specifics about what had been learned. I asked him to comment on the external generation of the project, noting that it seemed to have been a problem from the beginning. He said that he wouldn't

give up on the external generation of projects, but he favored more involvement of the participants in planning. The late date at which he found out about the RFP for the local problem solving grant precluded involving the participants in the proposal writing. With only a few days remaining in which to submit the proposal, there hadn't even been time to select the target schools.

Another lesson that the Principal Investigator sees in the STC is that there is no one model for change. The Teacher Center model worked beautifully in South Centerville Alternatives. However, he had not given enough consideration to the differences between the South Centerville and Greater Barrington areas. (The characteristics of each area were described in Chapter I.) Dick felt that in South Centerville there was a community among teachers, professors and parents that had not existed in the Greater Barrington area. He described it as a sort of "South Centerville against the world" attitude. The affective elements and interpersonal relationships were major factors in the SC success.

I asked Dick to comment on NIE's role in the project. He replied that the individual project officers had been both helpful and flexible. Yet, there exists a basic difference between the primary goals of NIE and both the STC and IC/IU TC. The primary concern of NIE is research, while the primary concern of the Teacher Centers is service. Dick did not clarify exactly how these differences in orientation affected behavior. However, the STC's eagerness to begin funding proposals rather than conduct a needs assessment might be related to a service rather than research orientation.

Dick pointed out that in retrospect he felt that NIE had been correct in urging the STC to carry out needs assessments in January, 1975. On the other hand, he thought that it had been best that NIE had not imposed their wishes.

I asked Dick how he would implement a Teacher Center if he were to do it again. He felt that a successful Teacher Center could be generated, and a different implementation of the project might increase the chances for success. He said that the process should begin with a series of introductory sessions with the client populations. These would consist of an introductory paper and be followed with seminars and workshops on Teacher Centers. Then, when there was a solid understanding and acceptance of the concept, the board members should visit several other centers and then write a proposal for their own center. This phase should take one year, and the budget would be small, basically to be used for travel to other centers and writing the proposal. The actual development of the center would be a three or four year task, bring the total time for creating the center to five years. I asked Dick what sort of skills the coordinator of the Teacher Center needs. He felt that the specific skills were not the primary concern. He said that an emotionally mature, open, sharing person was needed for the role. He said that part of the problem with the coordinator of the STC had been that he was closed and owning in his role. In other roles Ted did not display those characteristics, but in the coordinator's role he did. Dick felt that in seeking a coordinator, the individual's mind and security were more important than professional training.

I inquired as to whether Dick had any explanation for the STC board's difficulty in defining the project. After some consideration, he replied that he thought that it could be explained based on Maslow's hierarchy of needs. (i.e., There is a hierarchy of needs. The lower level begins with a need for physical safety and moves through needs for belonging, love, esteem, and self actualization. The higher levels of needs cannot be dealt with until the lower levels have been satisfied.) The board as a group were at the second

level of needs which is exemplified by a need for security. They needed to have structure imposed and couldn't accommodate and ambiguity. When order was not imposed, they only got worse. At that stage in the group's development, they needed structure to grow. As individuals the board members were not at this stage of development, but as a group they were. The situation was exacerbated by the board turnover and the presence of a principal on the board. Having a principal on the board was like having "daddy" watching. Dick did not know why this group was at this particular level. Innovation may have been a threat to the board. The role that the board had was not one with which teachers are familiar or for which they are prepared.

It is clear that as the Principal Investigator, Dick had the authority to take a more directive role in the project. He said that he felt that he could have dominated and directed the board if he had chosen. However, he said he would have had to have been on the scene in a 100% role, and he couldn't do that. He had expected Ted to provide the direction, but it seems he hadn't. In any event, Dick saw the project as an experiment, and had he stepped in and taken over, it would have violated that. He said he decided on his role early in the project and stuck to it. He considered himself as an advisor and felt that he was available but not often called on.

Dick said that he also provided the STC with the informal service of maintaining administrative support for it. The support needed for the project from the school system had been minimal, basically housing for it. It was clear from the information in Chapter IV that when the federal funds were gone, there was no administrative support for the STC. When I asked about that, Dick replied that in comparison to all that is going on in Iroquois City, the project was a little game, and therefore, hadn't captured administrators' interest.

Applications

In this section I will summarize some of the "lessons learned" from the project. I have presented the story of the STC in the narrative, and assessed the impact of the project on the school communities involved. The issues listed below have surfaced throughout the case study, however, it may be useful for the reader to have them summarized here.

A. Projects that are generated from the "outside" may have difficulties, i.e., they may not suit the needs of recipients or not be accepted. That is not to say that successful innovation must come exclusively from within a school-community. The solution to this problem seems to be the maximum involvement of project participants in the planning from the earliest time possible.

B. It is extremely important to properly introduce a project and give participants an effective orientation. The confusions which arose from the implementation of the STC and the problems they caused were documented in the case study.

C. The participants in a project should share a philosophy or ideology that can serve as a common foundation on which to build a program of action. The lack of a shared philosophy or ideology about what teacher centers or community involvement should be contributed to the board's problems in defining the STC's purpose.

D. A project that is supposed to be innovative should not duplicate existing services. The lack of enthusiasm on the part of the school staffs for the STC resulted, at least in part, because some of the resources a Teacher Center might provide were already provided by the school system.

E. Participants in a project must have adequate training if they are to assume new roles. Even if members of the board had defined their purpose,

it was clear that they could have benefited from training to help them in their roles as decision makers. It is also essential that each project staff person has the particular qualities needed for his or her position.

F. Awarding stipends to project personnel for meeting attendance may be reasonable in some cases, however, buying attendance may not buy participation from members. The issue should be carefully considered in the particular context of any project.

G. A project such as the STC can distribute money, and generally people will accept free money. However, that does not mean that they will buy an idea or that a lasting process will be generated from passing out money.

H. The success of a program in one social environment such as the South Centerville does not insure the viability of that model in any other social environment. And in order to assess the congruence of a model and a social environment, it is necessary to know and analyze the factors that create the community, particularly the culture, politics and economics of the community.

I. There are advantages and disadvantages to including an administrator on a teacher center board. The advantages include the possibility of eliciting administrative support for the teacher center. However, one of the disadvantages may be that the administrator may, intentionally or unintentionally intimidate teachers or parents on the board.

J. It is easy to ignore or overlook what is simple common sense. Most of the issues mentioned above are not complex revelations but points that may seem almost too obvious to mention. In part it may be that it is always easy to see what is right or wrong in retrospect. Yet, it seems that talented and sophisticated people overlooked many common sense issues in the planning and execution of the STC project.

The information that I have presented in this case study will not provide educational practitioners with "how to do it" lessons in educational change. What it can do is provide the reader with an understanding of what occurred in a project known as the STC. Hopefully, the experiences of the STC can be useful lessons to anyone reading this case study. The lessons of these experiences become part of the reader's general store of knowledge. The application of that knowledge to problem solving in specific situations in unpredictable and nearly limitless.

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1976 "The interaction of a funding agency to fieldwork." Paper presented at the Annual Meeting of the Society for Applied Anthropology, St. Louis, March 21, 1976.

Wilson, Stephen
1976 "Making use of qualitative data without waiting 'til three years after the study." Paper presented at the Annual Meeting of the Society for Applied Anthropology, St. Louis, March 21, 1976.

Wolcott, Harry
1975 "Criteria for an ethnographic approach to research in schools." Human Organization 34:111-128.

APPENDICES

Certain documents in the appendices have been retyped for reproduction and to maintain confidentiality.

APPENDIX A: METHODOLOGY

In this appendix I will discuss the methodology employed in collecting the data for the case study. The DTA project which is described in the introduction was the context for my research. The introduction answers many of the methodological questions that a reader might pose. While the general parameters of the research were dictated by the NIE contract, the execution of the research varied from site to site. Both differences in the nature of the nine sites, and the divergent backgrounds of the site researchers contributed to the variations in the research process in each site.

Since my personal background and my perceptions of what the case study should be naturally influenced the type of data that I chose to collect, I will deal with both issues here. My academic background consists of a BA in political science from Purdue University, and an MA in anthropology from the University of Minnesota. Prior to beginning this research I had spent approximately six years working in non-university positions that ranged from serving in the army and doing odd jobs to a position of research analyst with the state of Minnesota. The significance of my non-academic employment is simply that I brought to my research, perspectives and experience beyond the range of a student or a teaching assistant.

My training in anthropology could have meant many things given the range of specialties and orientations in the discipline. In my particular case my referent in anthropology was the ethnographic method. When I accepted my position with DTA as a site researcher, I saw my task as ethnography. I felt that my case study should convey to the reader, with as much accuracy and detail as possible, what occurred in the STC. I wanted to describe, as far as possible, the social and cultural contexts of the project, because the context was an important factor in the project's life. I felt that my task

was primarily to tell the story of the STC in as accurate and complete a manner as possible.

My conception of ethnography agrees with Wolcott's definition, "An ethnography is literally, an anthropologist's picture of the way of life of some interacting human group; or viewed as process, ethnography is the science of cultural description." (Wolcott, 1975) Given the fact that description was my main objective, two basic questions arose. First, how can you know if the descriptions are 'objective.' Second, even if an account or 'picture' has attained some mythical 'objectivity,' how and why were particular 'pictures' used rather than others? All research, whether qualitative or quantitative must deal with these questions. Yet since the chief 'instrument' in qualitative research is a human being rather than a test or questionnaire, qualitative research is sometimes scrutinized more closely. I make no absolute claims as to the objectivity of my descriptive material. However, I have tried to use a good deal of 'objective data' to convey a realistic picture of the teacher center. By objective data I simply mean observable behavior, such as actions or dialogue at meetings, interviews, and documents. I realize that different observers of a single action or statement may have different perceptions of the event. In an attempt to minimize the distortion of events or dialogue, I usually took field notes in as close to a verbatim style as possible. When I've made interpretations regarding data I've presented as much data as possible, so that the reader can judge my interpretations or make alternative interpretations. I often checked participant's perceptions of observed events. I generally found that while there may have been different interpretations of significance or meaning, there was a high level of agreement with my descriptions of what was actually said or done.

The second issue is why I chose to collect the data that I did. Obviously, the kinds of questions you ask have a lot to do with the kinds of answers you get. I could have written many different case studies, using many different data bases from the same site. I could have spent the entire time investigating one school or one class or one parent group or focusing on race relations or choosing from a near infinite variety of subjects. So the question becomes this: Given an infinite variety of data to collect, why did I choose to collect these data in this way? As I have stated, I saw my task as the telling of the story of the STC in as accurate and complete a manner as possible. That fact created some boundaries and provided a starting point from which I could move in some logical direction. I then sought to convey the events as they appeared both to the participants and to me, even when my interpretations of events may have differed from those of the participants.

When I initiated field work in the site I began by collecting data on the formal structure and functions of the STC. This included reviewing historical documents, such as the original proposal and the scope of work. It also meant interviewing the principal investigator, the STC staff, board members, and staff and administrators from the school area in which the STC was located. I also collected profile data on the schools and communities that were the social context of the STC, observed activities and daily routine in the schools and interviewed teachers to ascertain their knowledge of and their attitudes toward the STC. When I became familiar with the formal structure and goals of the STC, I began to collect data on what the STC actually did. I regularly attended the bi-weekly STC board meetings, various ad hoc meetings, and spent time observing the STC staff. Through a process of taking very detailed notes and isolating recurrent themes, I began to identify issues and categories that seemed signigicant to the participants.

I infered significance when issues appeared often, consumed large quantities of the center's resources, or elicited strong emotional responses. Some of the themes that emerged were the uncertainity about the purpose of the project among participants, the unique aspects of the setting, the restructuring of the STC, and the impact of the STC. The themes provided a structure within which decisions about the priorities of data collection could be made, and they also provided a framework for writing the case study.

A relevant factor to the research was the time spent in the field. While my total field time was two years, there were many other demands on my time in addition to the actual field work. During the first year of the research an experimental system for computerizing fieldnotes, in order to make them available to others in the project, was tried. (See papers by Sherlock, Wilson, delivered at 1975 applied anthropology meetings.) This consumed an amount of time for coding and processing for each event that was almost equal to the observation time of the field event being recorded.

There was also a high level of DTA staff participation in overall project planning and administration, especially during the first six months of field work. In fact, an analysis that I did of my first six months of fieldwork revealed the following. I spent approximately 1/3 of my time participating in decision-making and activities relevant to DTA technical assistance, 1/3 on data processing and other administrative duties, and 1/3 on field research. That would be approximately 1.7 days per week field time in a forty hour week. However, most weeks exceeded the forty hour standard. My contract prescribed approximately 3/5 field time per week. During the second six months of fieldwork my ratio of field time increased to about 50%. Thus by the end of the first year I had spent about five months in actual field work. During the second year I spend approximately 30% of the year writing a draft

of the case study based on the first year's research. Approximately 30% of my time was spent in linkage activities with the technical assistance team, planning my research, and in completing administrative activities such as processing data and filing reports. The remaining 40% of my time was spent on the continuing field study of the STC.

Thus the constraints of the research contract, and my personal experience and academic orientation resulted in a somewhat eclectic methodology. The product of my research is this case study, which attempts to tell, with accuracy, the story of the Satellite Teacher Center.

The following appendices B through E provide statistical data from the schools served by the STC.

Millhouse

Chart I PUPIL AND STAFF FACTORS

	Enrollment Kindergarten Grade 6	Attendance	Pupil Mobility*	Pupil Teacher Ratio	Teachers With MA or Equivalent
city	28,261	93%	67%	27	38%
school	464	89%	86%	28	42%

Chart II COMMUNITY FACTORS – SCHOOL ATTENDANCE AREA

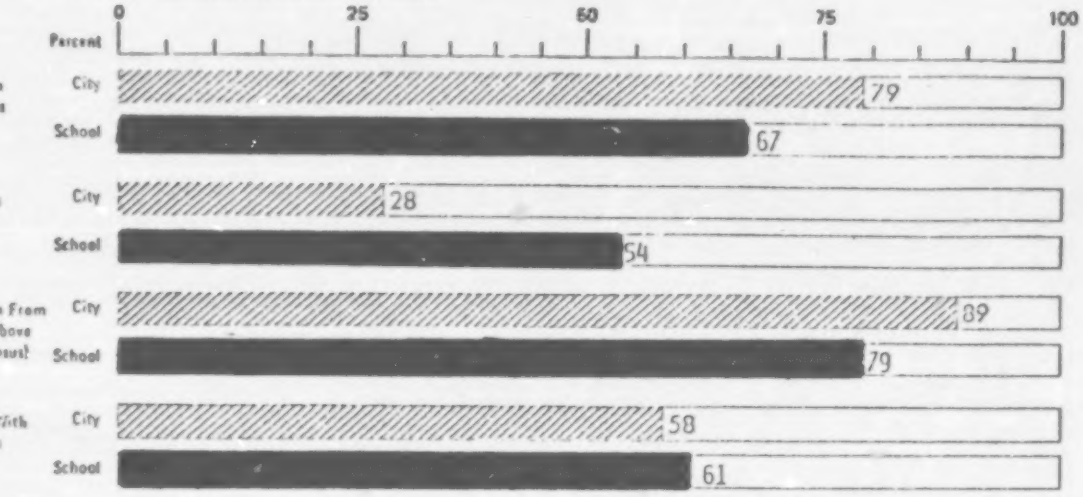


Chart III STUDENT ABILITY AND ACHIEVEMENT (October 1973)

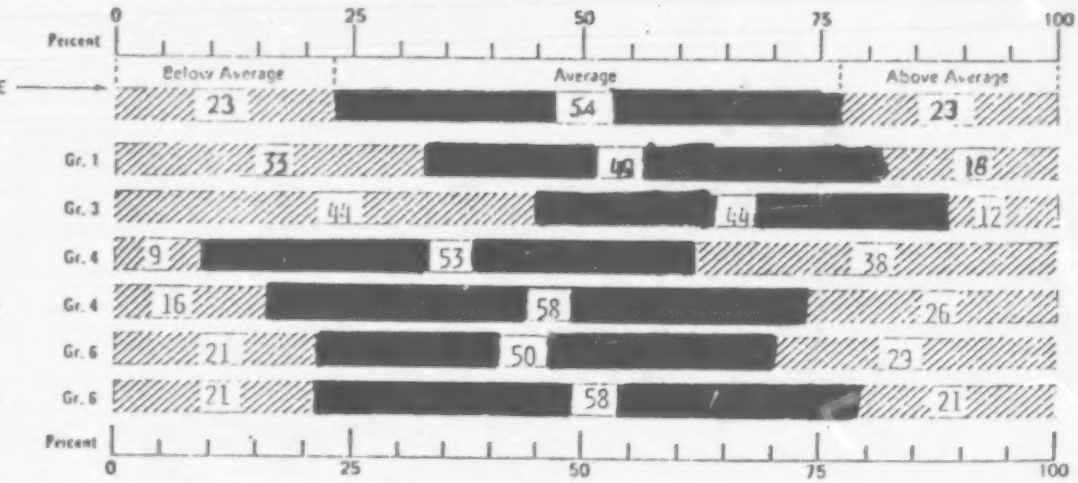
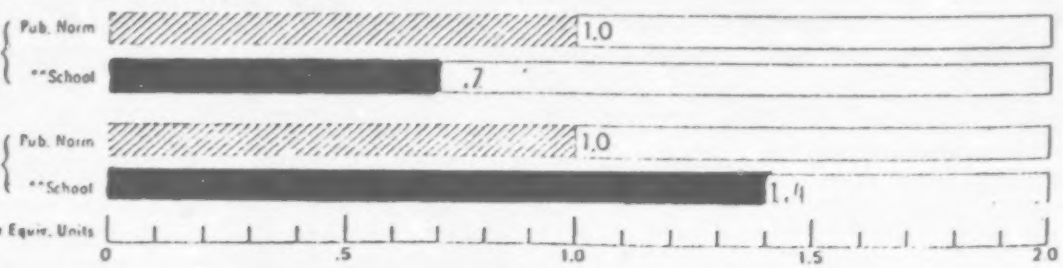


Chart IV READING GROWTH, GRADES 5-6 (October 1972 - October 1973)



*Percent of 1967 Kindergarten students who transferred or withdrew prior to Grade 6.

**Reading growth of those pupils tested in October of 1972 and again in October of 1973.

Millhouse '3'

CHART I - PUPIL, STAFF AND COMMUNITY FACTORS

	Enrollment	Attendance	Pupil Mobility*	Pupil Teacher Ratio	Teachers with MA or Equiv.	AFDC i.e., Pupils Eligible for Free Lunch
City	27,340	94%	77%	27	42%	35%
School	457	91%	99%	25	39%	69%

CHART II - MEDIAN PERFORMANCE ON SCHOOL ACHIEVEMENT TESTS (1974-75)

Achievement	Median Percentile Ranks Based on Iroquois City Norms** Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
School Readiness	32					
Reading						
Vocabulary		29	30	20	41	41
Reading Words		32	25			
Reading Comprehension		30	23	21	38	35
Total Reading		30	23			
Word Study		22	28			
Mathematics						
Concepts/Comp.			41			
Concepts						45
Computation						57

*Percent of 1968 Kindergarten students who transferred or withdrew from school of scheduled attendance prior to Grade 6.

**The middle ranking (median) student on Iroquois City norms is at the 50th percentile School's median achievement is based on median raw score converted to the corresponding Iroquois City percentile rank. Accordingly, individual school percentile scores lower than 50 are below the middle ranking child on total Iroquois City norms at each grade and, similarly, school percentile scores higher than 50 rank above the middle ranking child at that grade.

Hathaway '2'

Chart I PUPIL AND STAFF FACTORS

	Enrollment Kindergarten Grade 6	Attendance	Pupil Mobility*	Pupil Teacher Ratio	Teachers With MA or Equivalent
City	28,261	93%	67%	27	33%
School	593	92%	56%	27	41%

Chart II COMMUNITY FACTORS – SCHOOL ATTENDANCE AREA

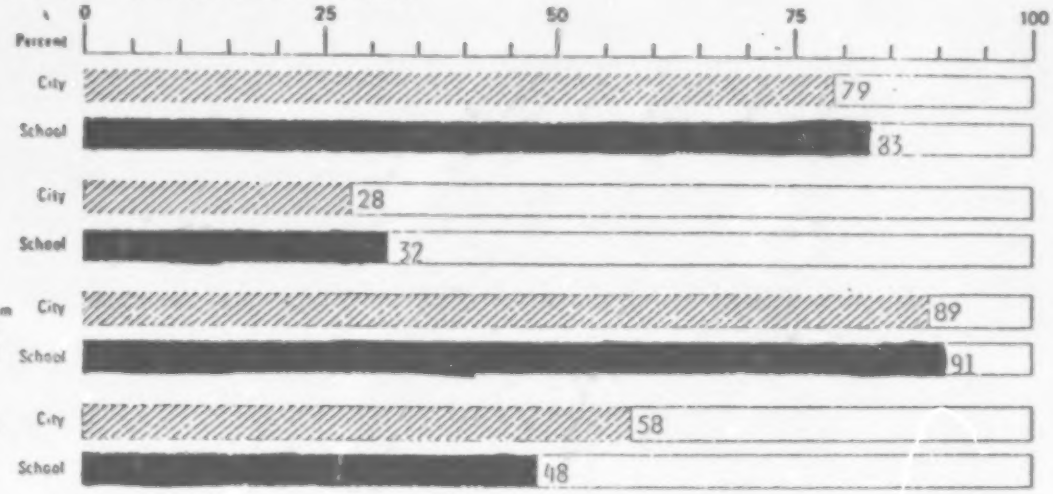


CHART III STUDENT ABILITY AND ACHIEVEMENT (October 1973)

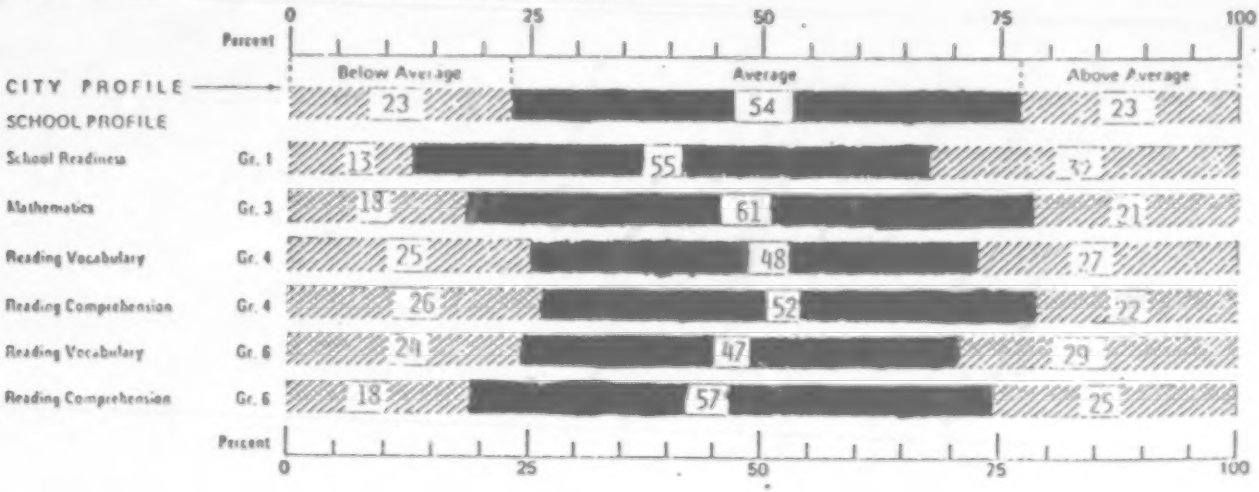
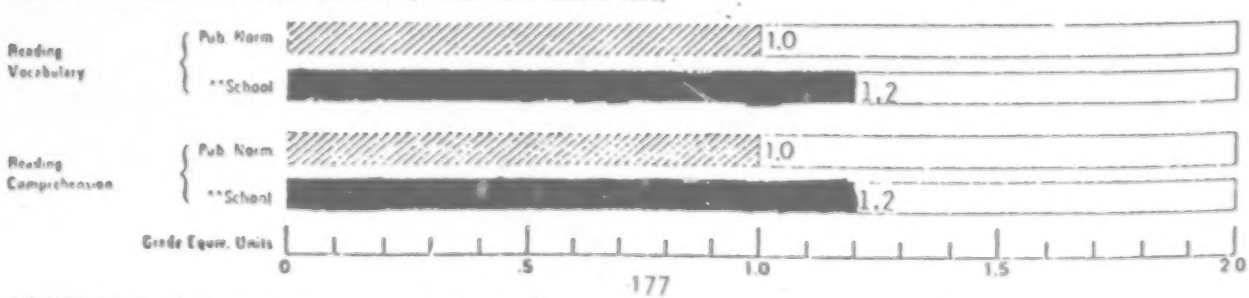


Chart IV READING GROWTH, GRADES 5-6 (October 1972 - October 1973)



*Percent of 1967 Kindergarten students who transferred or withdrew prior to Grade 6.

**Reading growth of those pupils tested in October of 1972 and again in October of 1973.

Hathaway '2'

CHART I - PUPIL, STAFF AND COMMUNITY FACTORS

	Enrollment	Attendance	Pupil Mobility*	Pupil Teacher Ratio	Teachers with MA or Equiv.	Pupils Eligible for Free Lunch
City	27,340	94%	77%	27	42%	35%
School	616	91%	85%	27	50%	54%

CHART II - MEDIAN PERFORMANCE ON SCHOOL ACHIEVEMENT TESTS (1974-75)

Achievement	Median Percentile Ranks Based on Iroquois City Norms ** Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
School Readiness	38					
Reading						
Vocabulary		38	34	29	28	34
Reading Words		42	42			
Reading Comprehension		46	43	39	27	40
Total Reading		45	43			
Word Study		39	40			
Mathematics						
Concepts/Comp.			38			
Concepts						37
Computation						49

*Percent of 1968 Kindergarten students who transferred or withdrew from school of scheduled attendance prior to Grade 6.

**The middle ranking (median) student on Iroquois City norms is at the 50th percentile School's median achievement is based on median raw score converted to the corresponding Iroquois City percentile rank. Accordingly, individual school percentile scores lower than 50 are below the middle ranking child on total Iroquois City norms at each grade and, similarly, school percentile scores higher than 50 rank above the middle ranking child at that grade.

Chart I PUPIL AND STAFF FACTORS Bates '1'

	Enrollment Kinder[illegible] Grade 6	Attendance	Pupil Mobility*	Pupil Teacher Ratio	Teachers With MA or Equivalent
[illegible]ity	[illegible]	93%	67%	27	38%
School	362	90%	93%	25	44%

Chart II COMMUNITY FACTORS – SCHOOL ATTENDANCE AREA

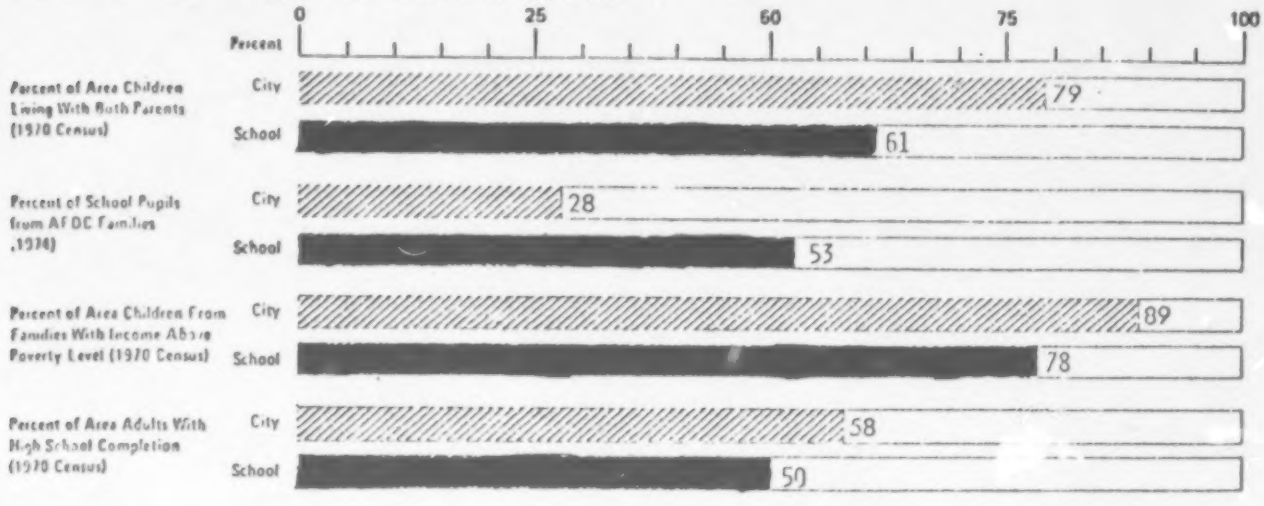


Chart III STUDENT ABILITY AND ACHIEVEMENT (October 1973)

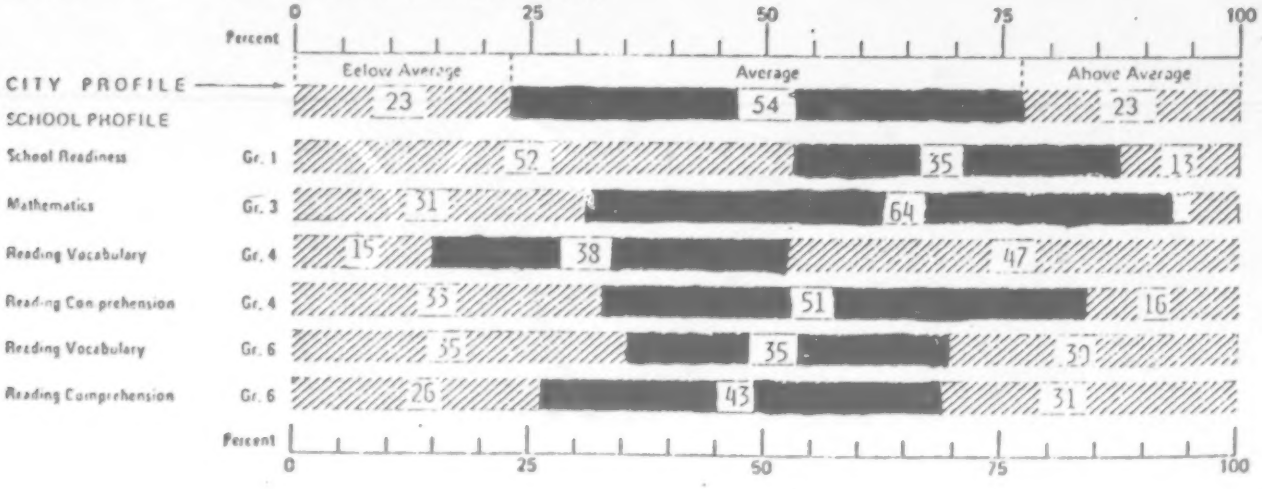
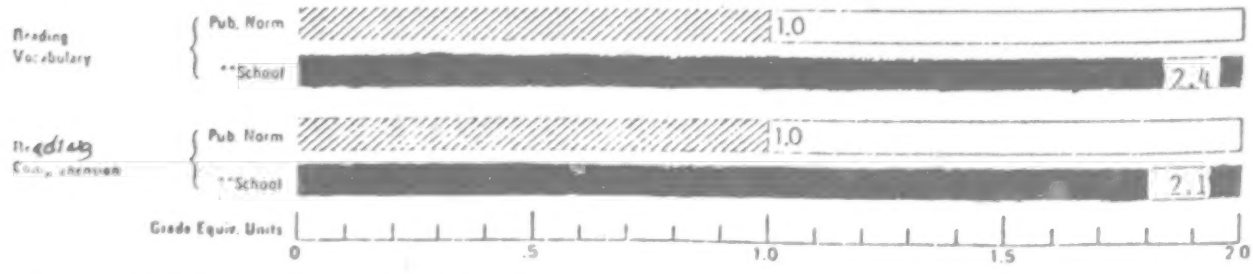


Chart IV READING GROWTH, GRADES 5 6 (October 1972 - October 1973)



*Percent of 1967 Kindergarten students who transferred or withdrew prior to Grade 6.

**Reading growth of those pupils tested in October of 1972 and again in October of 1973.

CHART I - PUPIL, STAFF AND COMMUNITY FACTORS

	Enrollment	Attendance	Pupil Mobility*	Pupil Teacher Ratio	Teachers with MA or Equiv.	Pupils Eligible for Free Lunch
City	27,340	94%	77%	27	42%	35%
School	426	91%	D.N.A.	24	37%	51%

CHART II - MEDIAN PERFORMANCE ON SCHOOL ACHIEVEMENT TESTS (1974-75)

Achievement	Median Percentile Ranks Based on Iroquois City Norms **					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
School Readiness	50					
Reading						
Vocabulary		33	40	53	41	55
Reading Words		37	37			
Reading Comprehension		34	36	49	40	51
Total Reading		33	36			
Word Study		31	38			
Mathematics						
Concepts/Comp.			41			
Concepts						45
Computation						41

*Percent of 1968 Kindergarten students who transferred or withdrew from school of scheduled attendance prior to Grade 6.

**The middle ranking (median) student of Iroquois City norms is at the 50th percentile. School's median achievement is based on median raw score converted to the corresponding Iroquois City percentile rank. Accordingly, individual school percentile scores lower than 50 are below the middle ranking child on total Iroquois Ctiy norms at each grade and, similarly, school percentile scores higher than 50 rank above the middle ranking child at that grade.

Merrill

Chart I PUPIL AND STAFF FACTORS

	Enrollment	Attendance	Student Turnover*	Pupil Teacher Ratio	Teachers With MA or Equivalent
City	13,403	90%	22%	26	53%
School	989	89%	16%	24	50%

Chart II COMMUNITY FACTORS – SCHOOL ATTENDANCE AREA

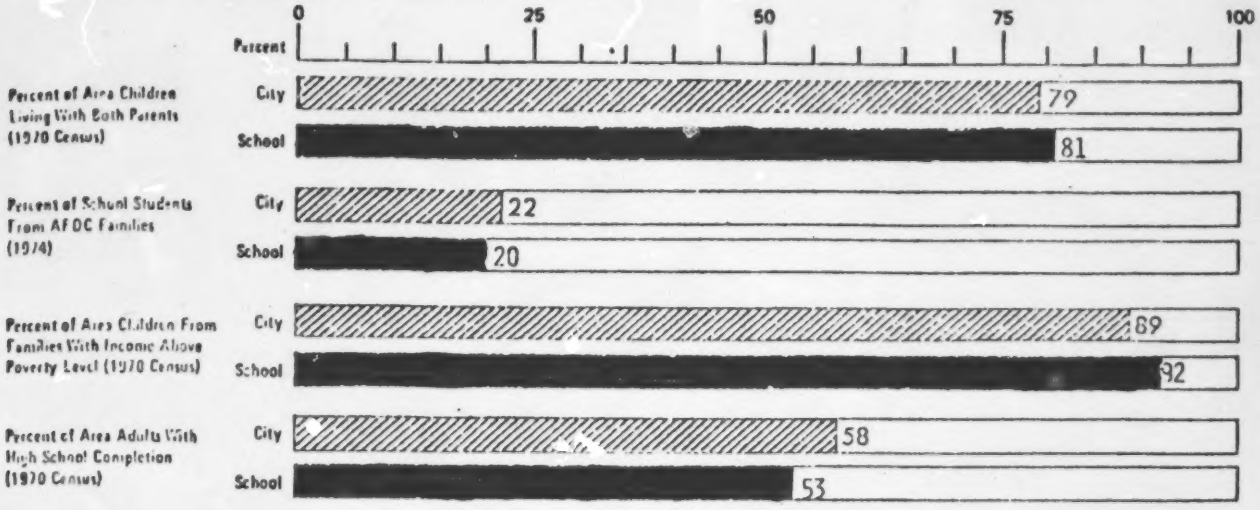


Chart III STUDENT ABILITY AND ACHIEVEMENT**

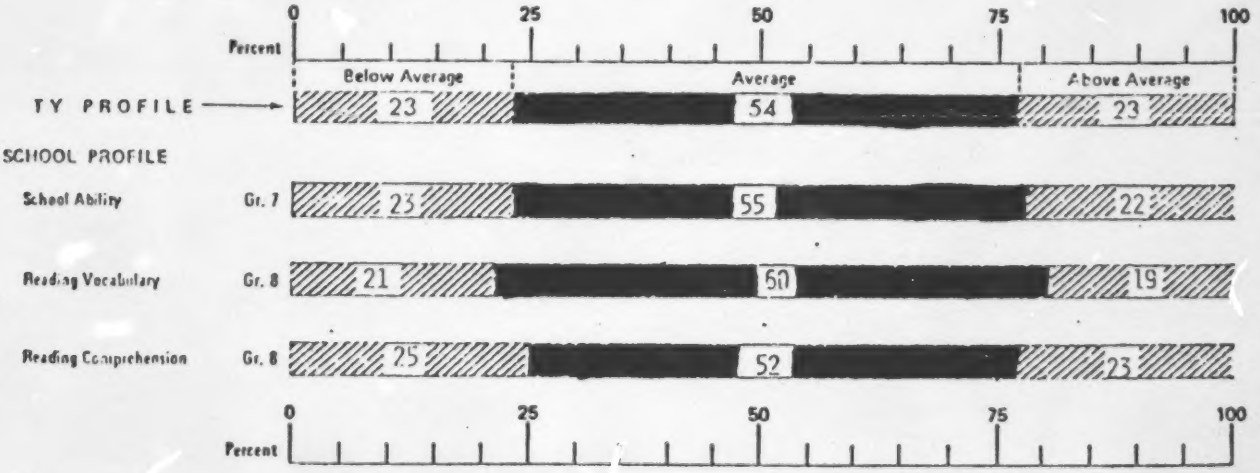


Chart IV STUDENT ATTITUDES (May, 1973)

Statement	Percent Responding Affirmatively	
	City	School
I like school.	60	61
I like my classes.	63	64
When I graduate or leave this school I want to continue my education.	86	87
School work will be useful when I get out.	78	78
I have the ability to learn most things.	89	90
I see myself as a successful student.	77	78
The lectures and class discussions are clear and worthwhile.	53	56
I think I am learning a lot in school.	72	78
I am encouraged to think for myself.	78	83
I am not afraid to ask for help when I need it.	76	78
I think it is a good idea to have students of different races go to the same school.	71	80

*Percent of enrolled students who left or entered [illegible] schools for a school) during the school year 1972-73.
**Comparison of school ability results (fall, 1972) with reading achievement test results achieved by the same students in eighth grade in the fall of 1973.

Merrill

CHART I - PUPIL, STAFF AND COMMUNITY FACTORS

	Enrollment	Attendance	Student Turnover*	Pupil Teacher Ratio	Teachers with MA or Equiv.	Pupils Eligible for Free Lunch
City	13,455	89%	27%	26	57%	31%
School	983	90%	22%	29	47%	37%

CHART II - MEDIAN PERFORMANCE ON SCHOOL READING TESTS

Students Tested Fall, 1974	Median Percentile Ranks Based on Iroquois City Norms **	
	Reading Vocabulary	Reading Comprehension
Grade 7 Students	50	48
Grade 8 Students	48	44

CHART III -Iroquois City Arithmetic Computation Test (Spring, 1975)

	Percent of Problems Answered Correctly			
	By Grade 7 Students		By Grade 8 Students	
	School	City	School	City
Whole Numbers	77	79	82	83
Fractions	40	54	52	62
Decimals	37	49	50	59
Percent	30	47	50	63
Total	49	60	60	68

CHART IV - STUDENT ATTITUDE (MAY, 1975)

Statement	Percent Responding Affirmatively			
	Grade 7***		Grade 9***	
	School	City	School	City
I like school.	75	69	67	64
I like my classes.	75	70	66	63
When I graduate or leave this school I want to continue my education.	89	85	87	79
School work will be useful when I get out.	80	78	70	70
I have the ability to learn most things.	92	90	94	92
I see myself as a successful student.	83	81	79	80
The lectures and class discussions are clear and worthwhile.	71	59	61	51
I think I am learning a lot in school.	80	76	72	64
I am encouraged to think for myself.	79	78	78	77
I am not afraid to ask for help when I need it.	80	78	75	73
I think it is a good idea to have students of different races go to the same school.	80	73	72	70

*Percent of enrolled students who left or entered Iroquois City schools (or a school during the school year 1973-74.

**The middle ranking (median) student on Iroquois City norms is at the 50th percentile School's median achievement is based on median raw score converted to the corresponding Iroquois City percentile rank.

***The percentages shown are based on questionnaire responses received: Grade 7 - City 86%, School 86%. Grade 9 - City 79%, School 84%.

APPENDIX F

BASIC PURPOSES OF THE SATELLITE TEACHER CENTER

Based on the ideas expressed by the Board and Staff at the retreat on December 6, 1975, the following statement of purpose for the Satellite Teacher Center is made for final Board and Staff approval on Thursday, March 18.

The STC Board and staff by having ownership in its development have reached agreement and will support the following defined purposes. The STC is both a concept and place. Because it is a new system/resource, its constituents must be made aware of it and the services provided. It has a elected board of school and community representatives who have the authority to make decisions regarding the programs of the Teacher Center and funding inservice and staff development plans.

STC's basic purpose is to do something about the real educational problems affecting the school-community served by the Center. It will provide help and leadership to school and community people who seek the resources of the Center based on the prioritized needs of each school's needs assessment. It will facilitate problem solving processes that assist school and community people in mutually identifying and seeking solutions to educational concerns and problems. It will be responsive to an individual's need as well as that of a group. Its services will be provided to its constituents at the most appropriate time, place and manner.

Finally, it will facilitate and/or support efforts of school and community people in influencing and effecting change within the present school system.

APPENDIX G

DRAFT ONLY

SATELLITE TEACHER CENTER
PART I

Proposal Guidelines - Check List

	Yes	No	Does Not Apply	Don't Know	Comments
1. Proposal was initiated by: a) Administration b) Staff 1. Certificated personnel 2. Paraprofessional personnel c) Parents and/or community d) Student e) Individual/group					
2. Involved in preparing and/or supporting proposal: a) Administration b) Staff c) Parent/Community d) Student e) Other					
3. It has: a) Community endorsement b) Administrative support and clearance, if necessary c) Staff (school-wide support, complex-wide support) d) Parent endorsement e) Student endorsement					
4. Is related to current needs assessment priorities: a) By building b) By team c) By department d) By individual					
5. Proposal is related to: a) Skills orientation b) Leadership development c) School-community relations d) Materials development e) Materials review f) Human relations training g) Other: describe					
6. Does not duplicate existing opportunities or resource/programs					
7. Local and other resources have been explored, considering lower cost and greater convenience					
8. Is economically feasible (end result warrants the cost)					

	Yes	No	Does Not Apply	Don't Know	Comments
9. Is a "band-aid" rather than long-range in purpose					
10. Language of proposal is clear, understandable and to the point					
11. Is unique and creative					
12. Goals and procedures are clearly defined					
3. Proposal speaks to problems evolving out of new/unusual/ unexpected circumstances					
14. Provides on-going skill training for new staff members and community people who were not involved in previous program planning and training					
15. Timing is appropriate					
It has implications and "extension" possibilities for other schools in the Area and City					
17. If submitted by one school: a) Other schools have been made aware of this proposal b) Other schools are interested in participating					

APPENDIX H

Satellite Teacher Center
2500 50th Avenue North
Iroquois City

MEMORANDUM

TO: Seth Jackson
David Lasch
School Capacity for Problem Solving, NIE

DATE: January 2, 1976

FROM: Dr. Richard Ayers, Principal Investigator
Theodore Valdershake, Project Coordinator

RE: IC/IU Teacher Center Extension Project
Grant No. XXX-X-XX-XXXX, Project No. X-XXXX

The STC Staff and Board received your memoranda dated November 19 and December 8 in which NIE's initial reactions were expressed and more specific questions were raised about this Project's Phase II Continuation Proposal. To be able to respond to these reactions and questions, thought and discussion have been given to them. The following meetings have been totally or in part spent in focusing on these specific items:

November 6 and 20 - Satellite Teacher Center Board Meetings

November 14, Dec. 11 and 19 - ISC Met With Betsy Duke, Concerning the Budget

November 14 - ISC Met 2½ Hrs. With Trainer and Workshop Facilitator, Larry Boehm

November 22 - All Day Teacher Center Board and Staff Training and Planning Workshop

November 25 and Dec. 2 - ISC Met 2 Hrs. Each Time With Trainer and Workshop Facilitator, Larry Boehm

December 6 - One-half Day Teacher Center Board and Staff Training and Planning Workshop

December 10 - Special Teacher Center Board Member Task Force Met to Develop New Guidelines for Proposals

December 15 - ISC and School-Community Resource Developer Met 2 Hrs. With Hathaway "1" Principal and Team Leaders

December 17 - ISC Met With IC/IU Teacher Center Director, Dr. Richard Ayers, and Assistant Director, Tim Bayley, to Evaluate and Plan

December 11 and 18 - STC Board Meetings

December 18 - All Day IC/IU Teacher Center Planning Retreat Involving STC Staff.

December 19 and 22 - ISC Met With Dan Cook, Federal Projects, concerning the Phase II and One-Month Extension Budget.

In addition, since submitting our proposal, there have been a number of conversations by phone between Seth Jackson and Ted Valdershake. A copy of the materials for and of the November 22 Board and Staff Training and Planning Workshop was sent to Seth as well as minutes of Board meetings. A copy of the December 6 Workshop will be sent to you, although much of its content will be incorporated into the following pages that address the issues in your memoranda.

We have attempted to answer honestly and as fully as we can at this time your initial reactions and questions. We hope to communicate our conviction and confidence that the Project is continuing to meet the expectations of the problem solving grant, has defined more clearly its purposes, has recognized and made plans to deal with problems encountered in Phase I, and has worked toward obtaining continued support of it after NIE funding. If necessary, we will clarify, interpret and expand anything in this communique in writing or by phone. If something can't be resolved, and as we have already discussed, a visit later this month may be more helpful than continued written communications.

The following responses are made to NIE's initial reactions to the Phase II Continuation Proposal in the memorandum dated November 19, 1975.

1. What are the STC's basic purposes?

The STC Board and staff by having ownership in its development have reached agreement and will support the following defined purposes. The STC is both a concept and place. Because it is a new system/resource, its constituents must be made aware of it and the services provided. It has a elected board of school and community representatives who have the authority to make decisions regarding the program of the Teacher Center and funding in-service and staff development plans.

STC's basic purpose is to do something about the real educational problems affecting the school-community served by the Center. It will provide help and leadership to school and community people who seek the resources of the Center based on the prioritized needs of each school's needs assessment. It will facilitate problem solving processes that assist school and community people in mutually identifying and seeking solutions to educational concerns and problems. It will be responsive to an individual's need as well as that of a group. Its services will be provided to its constituents at the most appropriate time, place and manner.

Finally, it will facilitate and/or support efforts of school and community people in influencing and effecting change within the present school system.

2. What problems has the STC encountered in Phase I and what can be done about these?

While we recognize that the STC has encountered some difficult problems in Phase I, we - and this includes the Board and staff - felt our continuation proposal did address the most pertinent and pressing problems. Referring to Pages 12-15 of our proposal, there are eight objectives and many activities listed that reflected considerable hours of discussion. These also are indicative of our "solutions" to those identified problems by using the internal and external human and material resources available to the project. The Board and staff felt, even with limited resources, these activities, some of which have already been completed, could be accomplished within the proposed budget.

At the September 4 STC Board meeting, eight identified problems that the Teacher Center must deal with in Phase II were prioritized by those present. The ranking was:

1. Complete a valid needs assessment in each school;
2. Assist each school in the best possible way in solving its problems;
3. Expand the Teacher Center's service image into activities beyond the allocation of funds;
4. Obtain and increase parent involvement;
5. Create an atmosphere that allows all Board members to feel comfortable in expressing their opinions;
6. Facilitate the development of the feeling that the Board belongs to each person;

7. Provide more service to school and community;
8. Assist Board members in being able to function securely and comfortabely with their decisions even though they may not be agreeable to their constituents.

Again something has or is being done to deal with these problems, e.g., the needs assessments have been completed, activities other than allocating money have been sponsored, and the training and planning workshops have helped the staff and board members.

At the end of November 22 Training and Planning workshop for the STC Board and Staff many problems and needs surfaced. However, many simply reiterated those already known and stated. Rather than repeat that data, please refer to the transcript of the workshops that was sent to you.

From the December 6 workshop the Board and staff developed a purpose for the STC. It proposed the following needs or action steps to be taken during Phase II:

1. The Board and staff needs to define and accept their roles and responsibilities
2. Develop guidelines for evaluating proposals
3. Simplify the proposal form the process
4. Search out and suggest resources
5. Assist people in developing, clearing thru "channels" and presenting proposals
6. Help people develop tools that will last and assist them in dealing with problems in the future rather than simply "band-aiding"
7. Inform school and community people of the STC's present purposes and seek their feedback
8. Limit what is done by prioritizing and focusing on one thing.

Before the group left the December 6 workshop, a task force of Board members was formed and decided to meet on December 10 to develop proposal guidelines. These were presented at the December 11 Board meeting, revised at that time and then approved at the December 18 meeting. These guidelines will be incorporated into the revised form, 1975-76 Guidelines and Policies for Proposals, and distributed to school and community people.

It was also decided on December 6 to use one Board member for conducting business related to proposals and to use the next to focus on issues, needs, problems, planning, program development, Ad Hoc Committee work, etc. For it is the expressed wish of the Board and staff that the interest and commitment to deal with the work on these problems, issues and needs be sustained.

3. <u>What will be done in Phase II to respond to these problems and to begin achieving the STC's basic purposes?</u>

We feel we have addressed this question both under the preceeding question as well as in the next and in No. 9, 12, 13 and 15 responses to questions raised in your December 8 memorandum.

4. What is the future of the STC?

Please refer to the attached copy of the "Concept Paper and Proposal to IC/IU Teacher Center Board from the Director, November 1975" and a copy of the December 11, 1975 Board Meeting Minutes of the IC/IU Teacher Center.

The following responses are made to the questions raised in the December 8, 1975 memorandum.

No. 1 (Form A)

An error was made in Column 3. Projected expenditures through December 31 for "NI Planning Conference" should have been $3,000. Therefore, Column 3's Subtotal should have been $76,683, Indirect Costs, $2,684 and a Total of $79,367. The fourth column, Estimated Carryover, Indirect Costs is corrected to be $575 for a Total of $17,009 (estimated carryover, if any). The totals of Columns 3 and 4, $79,367 and $17,009 respectively, equal $96,376.

No. 2 (Form B)

Form B, pages 1-3, do include projected expenses through December 31. Please refer to your copies again, because the master copy states that "these figures do include projected expenses through December 31, 1975."

No. 3 (Page 1 of Form B)

Your assumption that the airfare ($168.73) to Washington, D.C. and per diem ($10) were identical for Ayers, Shaw, and Dickson is correct. The basic reason for Ayers' trip costing so much more was because his request for reimbursement included $255 for the lodging of all three that was paid by Dr. Ayers' American Express card.

No. 4 (Page 3 of Form B)

On November 20, DTA provided the STC Board and Staff a brief overview of the other eight problem solving project sites. Initial interest was generated for making a visit or having others visit our project. However, the Board decided to wait until November 22 and December 6 training and planning workshops were completed to give more thought to using these funds. At the Board meetings on December 11 and 18, the Board and staff felt that having many involved in the move into the new Hathaway building, the necessity of remaining in the classroom or being on the job and with the winter recess approaching making a visit in December did not seem appropriate and realistic. Therefore, as indicated in our December 26 letter to Mr. Bustace requesting a no-cost one month extension, we plan to invite Gloria Ingersoil to visit our project and to make one or two visits during January to use the remainder of the Phase I NIE Conference Funds. We will be talking to Sandy Tyne immediately after the winter recess to obtain her assistance in helping us plan for the visit(s) that will be the most relevant and of benefit to our project and the time spent visiting.

No. 5 (Phase II Budget Summary)

The total estimated federal costs for Phase II are $78,529. as we have indicated on the Phase II Budget Summary, Form C. The budget was developed on the assumption that there would be approximately $12,000 carry-over rather than $17,009.

The anticipated 7% cut was not substracted out.

Our need was and is reflected in the total Federal Cost of $78,529.

No. 6 (Phase II Budget Summary and Supplementary Schedule)

We have prepared and included a new working sheet to indicate + or - amounts between the 2/3 Phase II budget and our proposed Phase II budget. Note that all anticipated carryover money from Phase I will be added to the Inservice line which included Fees, Tuition and Trainers.

Refer to Supplementary Schedule Pages

Budget Items	Phase II Budget		2/3 New Money		+ or -	
Ted Valdershake, Inservice Coord.	24,351		21,268		-3,083	
Betsy Duke, Financial Coord.	1,564	32,215	9,134	39,136	+7,570	+6,921
Donna Schell, Clerk-Typist	6,300		8,734		+2,434	
Consultants for Review and Evaluation	2,000		0		-2,000	
Fringe	4,832		4,696		- 136	
Travel						
Airfare	600	840	574	934	- 26	94
Per Diem	240		360		+ 120	
Conference/NIE	3,000		3,000		0	
Educational and Office Supplies	800		334		- 466	
Telephone	436		400		- 36	
Printing						
Duplicating	840		0			
Printing	500	1,500	120		-1,388	
Other	168		0			
Educational Materials	1,000		334		- 666	
Postage	180		120		- 60	
Fees/Tuition/Trainers	21,462	30,242	5,800	10,600	-10,862	-15,348
Inservice			4,800		14,984	
Mileage	400		240		- 160	
Subcontracted Staff	7,000		3,600		-3,400	
News Service/Membership	200		0		- 200	
Indirect Costs	2,656		2,258		- 398	
TOTAL	$78,529		$65,772		-$12,757	

Please Note:

This budget was prepared anticipating approximately $12,000 (Refer to No. 15 above.) of carry-over funds. It was the decision of the STC Board that all carry-over money would be added to the Inservice line which included Fees, Tuition and Trainers. Refer to No. 13 for the rationale.

No. 7 (Supplementary Schedule)

Our error is noted and corrections have been made.

No. 8 (Page 1 of Supplementary Schedule)

The budget for Betsy Luke, Financial Coordinator, was listed as $1,564, because the STC will pay only 2/10 of her annual salary of $13,510 between January 1 and June 30, 1976. Daily rate of $71.05 times 22 weeks, as indicated in the column, "Expense Class, Name and Title, Purpose, or Item," equals $1,563.10. Please correct the annual salary of $13,788 to $13,510.

No. 9 (Page 2 of Supplementary Schedule)

We have discussed with Seth Jackson the frustration we have experienced because of the lack of evaluative and observational feedback. Basic psychosocial needs to know the "successes and failures" and the "strengths and weaknesses" of the project are not being met. DTA, as we are now and have learned to accept can not provide this. Having this data could assist the Board and staff in assessing the program and make changes if necessary.

This need and the rationale for this addition to the budget was specifically discussed with Mr. Jackson when he visited the project in October; presented to and discussed by the STC Board on October 2; and again discussed with Mr. Jackson by phone on October 10.

We plan to obtain the services of a sensitive and perceptive person to visit the project several times during Phase II to observe the STC's processes, operation and visit with the constituents of the STC in order to provide some kind of evaluative and observational feedback to the Board and staff.

No. 10 (Page 5 of Supplementary Schedule)

In order to code and account more accurately for expenditures, a distinction is planned to be made in Phase II between "Educational Supplies" and "Office Supplies." $300 has been budgeted for "Office Supplies" which is less than the 2/3 of the original Phase II budget. This item is self-explanatory. "Educational Supplies" includes material and supplies used in and for instruction and curriculum development. "Educational Materials" will be used for textbooks, experimental supplies, library books, professional books and materials, periodicals and newspapers, A/V software, etc. Both "Educational Supplies and Materials" will be used to establish and/or maintain the STC's resource center (Refer to No. 15.).

No. 11 (Page 9 of Supplementary Schedule)

The STC Board recommended during Phase II continued employment for Valery Totten, School-Community Resource Developer. The schedule indicated that she would receive $7,000 for working 1,216 hours at $5.75 per hour. As she did during Phase I, she will work four full days a week, Monday through Thursday. She does not work during school recess periods. Taxes are not withheld and no benefits are paid under this contractual arrangement.

No. 12 (Page 9 of Supplementary Schedule)

It is not possible at this time to specify exactly what kinds of "Educational Materials" will be purchased. However, reference B made on No. 15 for a rationale for having the budgeted amount of $1,000. Materials will be purchased to assist the STC in developing a resource center that will serve both school and community people. Visits to other centers refer to No. 14 as well as the visit to the Winnipeg Teacher Centre Project in May by (Ted Valdershake and Bob Dietrich.) gave us insight into the kinds of materials needed to be purchased and available in a resource center if it is to provide service and bring people into it. Furthermore, responding to recognized and requested needs, we plan to obtain from an outside source a large laminator for laminating completed projects, games and materials.

The prolonged start-up time of the project and not having a clearly focused concept of a resource center contributed to spending only ¼ of the Phase I budget amount. Therefore, the further development of a resource center, and the money to do that, is planned as a strategy to provide a service to school and community as well as obtain involvement and ongoing support for the STC.

No. 13 (Page 9 of Supplementary Schedule)

The $21,462 listed for Inservice Programs represents (1) 2/3 of the original Phase II budget lines for "Tuition, Fees and Trainers", (originally $8,700) and "Inservice Programs" (originally $7,200); (2) "Savings" from other lines during Phase II; and (3) an amount of anticipated carry-over monies from Phase I. It was the recommendation of the STC Inservice Coordinator and decision of the Board that as much money as possible should be put into the Inservice line to be available for responding to identified priorities and needs of those served by the Center.

Specifically, this budget line includes expenses for: extra assignments/additional employment for teachers and paraprofessionals; securing the services of reserve teachers; employment of consultants; space rental; fees and tuition; materials; travel; and stipends for school and community persons. All expenses related to the completion of inservice and staff development proposals approved by STC Board are charged against this line.

Based on the needs assessments of the four schools and those expressed by the STC Board and staff, some of the expected needs and uses of this budget line will include:

1. Conferences, workshops, institutes, seminars and meetings that meet
2. Effective utilization of space for alternative programs in the new Hathaway building;
3. Classes, mini-courses and resource persons regarding child-management and discipline;
4. Preparing educators for community involvement;
5. Problem solving process skills for anyone served by the STC;

6. Teaming, communication and human relations;
7. Curriculum planning, organizing and development aimed at presenting alternative programs, new methods, help to the slow learner, etc.

No. 14 (Page 2 of Rationale for Carry-Over of Funds)

A decision was made to send Valery Totten, the STC's School-Community Resource Developer, and Laura Mae, Administrator of the Parent Center that serves the three elementary alternative programs of Hathaway, to Chicago in June to have them observe Parent-Teacher Centers, talk to people and gather materials. All of this was to orient both how such centers serve the school community as well as learn ideas in order that community involvement and participation could be initiated and/or improved in our project. Reports were expected, received and shared with the Board and are on file. Newsletters and other materials were brought back by Ms. Totten. Several ideas were extracted and have been used by the STC. For example, one idea was having a "Welcome Back Party" for school personnel. Knowing that the STC needed visibility and an opportunity of letting constituents know of its existence and services, it seemed appropriate that such a "party" be held. This was done on September 17 at which time sixty-five people attended, many of whom had never been in the Teacher Center. Several service requests were made of and delivered by the staff later.

No. 15 (Page 2 of Rationale for Carry-Over Funds)

During one of the times that the STC Board and staff was brainstorming and planning activities for Phase II, it was suggested that in addition to developing a resource center curriculum development (oriented to and of service primarily to teachers) there should be opportunities and benefits for the community for using the Teacher Center. Recognizing this need, it was felt that developing a small tri-wall cardboard carpentry operation, having other materials to construct learning games and possible providing at cost pre-school and educational games, parents and other community people as well as school personnel would participate more in the Teacher Center. Other teacher and parent centers have found that cardboard carpentry and constructing learning games does create interest and involvement of school and community people.

No. 16 (Page 2 of Rationale for Carry-Over Funds)

The minimum rental of the Xerox is $60 per month. We have projected a cost of $70 because of the increasing use of the machine by teachers and to include monthly pro-rated supply costs. It is our plan to limit the machine's use to remain within this budgeted amount.

The machine has saved the staff time in several ways. Masters of letters, reports and other items can be typed, corrected at once if necessary and immediately copied. This has eliminated taking more time to type with and correct carbon copies. Furthermore, copy work formerly had to be taken to the IC/IU Teacher Center either making a special trip or waiting until staff meeting times. Preparing materials for Board meetings, NIE reports, etc. has been greatly expedited.

The "constituents" who have used the machine, and their number has been increasing, have made single or several copies of items such as transcripts, new forms, clippings, letters, term papers, attendance and behavior reports, recertification data, materials for projects funded by the Teacher Center, etc.

There is no doubt that the machine is providing an essential and needed service to staff and constituents.

No. 17 (Page 3 of Rationale for Carry-Over of Funds)

No. 18 (Overall Comment)

These two items have been address in our December 26 letter to Mr. Eustace requesting an extension of time at no additional cost through January 31, 1976 using unexpended Phase I funds (FY 1974 funds).

Early in January, the anticipated carry-over, if any, will be known and plans will be presented for using it.

Please Note

On Page 1 of the Supplementary Schedule, add $22,213 in the NIE Source of Funds Column for Theodore Valdershake, Inservice Coordinator.

APPENDIX I

MEMORANDUM

TO: Satellite Teacher Center Board Members
FROM: Barb Dietrich

February 5, 1976

RE: #61 Proposal

The cold drive home couldn't cool my feelings of extreme regret and embarrassment over our meeting of this afternoon. I regret that after two years we have made so little progress; in fact, considering the whole thing, I fear we have lost ground and done great damage to the spirit of the whole thing - - the concept of helping and supporting one another through a collective group of peers and parents. I am embarrassed that I did not give vent to my fellings and offer more support to those who came "asking for help" and were rewarded with demeaning insinuations and a very rude arena.

Individually and collectively, I count you as friends. I have enjoyed the many hours together as we have "found ourselves" and seriously struggled to surface "goals" and a legitimate purpose to enhance the education for our constituents and ourselves. I doubt we can continue to operate as a support group when we can so easily castigate a group of proposers on the one hand and revel in our recent journey on the other. It is one thing to claim to be a support group; it is another thing to be one.

As a board member and as a "partner" in the #61 Proposal, I became very aware of the hostile atmosphere that we had generated - - imagine that, our support group involved in such a creation.

I would recall some of the proceedings of this afternoon's meeting:

1. Considering the hundreds, yes hundreds, of hours already given to the entire project by these four teachers - - and many more to come - - how could I, as a board member, allow the insinuation of a "vacation" to go unanswered. How could I allow the statement to go unchallenged that they should be happy/willing to pay, all if not half of their amount. Where is my compassion and where is the source of my power that allows me to put down others in such rude fashion? I reject and resent such power that hurts others; I find I am a partner to such actions.

2. We questioned openly the wisdom of funding such a proposal! It would establish a bad precedent! Our money will evaporate too quickly! Why didn't I speak against the moving-of-furniture proposal that actually paid persons during their break/vacation? (My absence is my poor excuse.) Why didn't I speak up and indicate that our mother-center has been involved in funding many such educational trips for students, parents and teachers? I should have pointed out that our Saturday workshops clarified many things - - we have autonomy to fund/support many different and unique proposals that fill a felt need and fall within our goals and criteria (#61 did just that - - plus it met the needs of a painstakingly created needs assessment.). We do have the autonomy to close-off (but in a supportive way) any direction of funding; it would be fair, however, to let our clients know the rule changes. We should not refuse to fund a proposal solely upon the amount requested. If it is too large, we should reduce the funding or assist in finding alternatives - - that is a supportive endeavor.

TO: East Area Teacher Center Board Members Feb. 5, 1976

RE: #61 Proposal

3. In one way I was proud, in another way sad, to consider the dollar tally to each of the separate schools. We have been able to deal with proposals openly, not considering the "school's totals so far." I should have said something this afternoon when such an allusion was made. Perhaps it would be best to allocate dollars per pupil and allow clients even more grass roots control and creativity. There is no "raison d'etre" for a super board to keep a dollar tally for four more democratic systems.

4. I should have said something this afternoon when pointed references were made concerning the economy and budget cuts and how those were an immediate brake to proposal #61. I guess I should have questioned many fundings of the past and most recent weeks - - when we deliberately set about spending funds that might elude us.

5. References were made to the grandeur of the proposal. After all, many of us have never been to Florida. "What else is there?" I should have mentioned that such a criteria is certainly new and dangerous. It might require us to visit/attend all sites before we can give approval. It was a horrible put-down to the creativity, problem-solving, etc., etc., of the proposers.

6. We have discussed over and over again our role as members of the Satellite Teacher Center Board. We are elected and we represent. If I must canvas any of my constituents; then I must canvas all of them. If I canvas all of my constituents, then we need only <u>one</u> representative from each school - - since all clients are being canvassed.

7. The proposers of #61 spoke to meeting concerns of their Needs Assessment. I should have said more when that product can so lightly be cast aside and our introspective questions doubt their judgment. Obviously, we were "illegal" to fund proposals before that document reached our hands; it was a herculean task which required total faculty involvement over a period of four months - - hardly a dismissable bench mark.

8. We spent much time generating our proposal guidelines. I maintain that #61 met those "yes" column requirements - - had we considered them.

9. Proposal #61 culminates in the experience that has become a red flag - - "vacation" in Florida. It is not, as is the case with most of our funding, a single event. The project began in October and has continued with great pupil participation.

I was proud to hear the presentation and be reminded of how hard and long our faculty members work with our students. This has been a real labor of involvement. We show ignorance when we assume that 4 days with 50 young people is "vacation" and a "pay-off" - - - how insulting.

Proposal #61 was generated in hopes of getting some help for the total dollar cache that all the students and teachers and parents have taken as a goal - - to help one another - - work with one another - - to learn many things, together - - now, and in the future. The trip represents an all too brief capstone to the months of learning. It is not a gift to anyone; it is "some" help.

TO: East Area Teacher Center Board Members Feb. 5, 1976

RE: #61 Proposal

We tried getting funds from other sources to help. We intend to continue working hard so that all students can go. #61 simply asked for some help.

All things considered, I am amazed at the dynamics of our proceedings. Individually we cannot be such persons; but, collectively - - especially this afternoon - - we have become partners in something that permits peer mutilation. The "swing vote" concept was an appropriate title for the process we fell into this afternoon.

I cannot be a part to that dynamic. I resent "hurting" power in the hands of anyone or group; I fear we have trapped ourselves and done it together.

I question the future credibility of the Satellite Teacher Center Board at Merrill. I seriously doubt whether I can encourage anyone to appear and be subjected to a process which seems to be beyond our power or inclination to control.

Let me recap. The Board has autonomy to fund or not fund any proposal. The Board, in any situation, is a support group for persons to seek funding and other types of assistance. As a Board, we have honestly tried to do our best to successfully achieve that reputation. We have done many good things. if we disagree, that is our right; but we disagree honestly, humanely and offer support in finding alternatives.

YM:l

DEPARTMENTAL
CORRESPONDENCE

APPENDIX J

Iroquois City School

Date February 19, 1976

To Members and Staff of the Satellite Teachers' Center, Iroquois City

From Sally Grim, Roscoe Peet, Alice Down - Staff Members at Merrill Junior High

Subject Proposal #61

After much contemplation and discussion, those of us who submitted Proposal #61 felt, having been subjected to approximately an hour of "questionning" by the Satellite Teachers' Center Board and Staff, that we, too, should ask questions and make some observations regarding our experience. Below are listed, from our combined questions and comments, concerns we have about the procedures and operation of your group.

1. Our understanding of presenting a proposal to the Teacher Center for funding consideration was, to the best of our ability, complete the necessary papers and provide goals and objectives for our planned project, according to the guidelines which you, as a Board, established. Did we fail to do this in some way? Our feeling was that there were "hidden agenda guidelines" of which we were unaware and unable to handle.

2. Our understanding was that we were to be available to personally present our planned project and to answer questions relevant to our proposal. Does this mean Board members have the right to propose alternatives to our project - i.e. - covered wagon trip across South Dakota? Does it mean Board members are to use the question time to air personal biases - i.e. - if students at 13 and 14 go to Disney World now, what is left for them to do? Does it mean the need for the presenters to defend today's economy? Does this"questionning" time provide the Board members and Teacher Center staff with an opportunity to sabotage and disdainfully defeat a plan where there was evident need, interest, support and months of work which has already insured its being a sure thing? Our experience seemed to us to be that the line of questionning was not directed at the proposal, but was a systematic tearing down of the entire project and the process involved in reaching the end goals.

3. Our understanding is that each school has representatives on the Board to deal with proposals. Why then is it necessary to bring proposals back to the schools to be discussed by the teachers in each building?

4. Our understanding is that the Satellite Teacher Center is an extension of the schools it represents to encourage, help solve problems, and support unique proposals and requests by school persons. Why was our experience seen by us to be one of the most unprofessional encounters we have experienced? Are the Board members to serve as "gods" where they levy the last word in what is right and what is wrong in educational planning and experience? Is the 24 hour a day supervision of 50 minors for their total safety and well-being really a"vacation" for the adults? In our collective experience, it is perhaps one of the most uniquely daring and responsible undertakings we have committed ourselves to in education.

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5. Our understanding was that teachers and community persons on the Board would have an awareness of the extensive planning, the learning process, and the long range goals and benefits to all involved. It appears to us that the emphasis placed on the "vacation reward" to the accompanying staff persons obliterated any feelings the Teacher Center Board and staff had toward the students and their views of the proposed project.

In conclusion, we find it necessary to say that this experience was directly humiliating and degrading both to those of us who were there, and indirectly the other staff, students, parents and community persons who have been of such value and support in our project. Hopefully our concerns will be considered carefully prior to your dealing with other proposals.

JLW:es
cc: Dick Ayers, SCA Teachers' Center
Seth Jackson, Washington, D.C.

APPENDIX K

April 9, 1976
distribution to
STC Board

IC/IU Teacher Center
and
Satellite Teacher Center

Subject: A Plan and Proposal to the Satellite Teacher Center Board

FROM: Dick Ayers, Director, IC/IU Teacher Center
Ted Valdershake, Coordinator, Satellite Teacher Center

We propose that the STC Board take action to direct the STC Coordinator to initiate the necessary steps to establish a materials resource/workshop/drop-in type Teacher Center in an appropriate location in Greater Barrington. In addition, we recommend that the STC Board immediately reduce direct funding of in-service proposals so as to conserve resources for this purpose.

Rationale:

1. Funds available to the STC Board are now very limited and other sources are drying up due to financial difficulties in the school system.

2. A materials resource/workshop/drop-in center is more economical to operate.

3. A resource/workshop center is needed to provide a focus (a critical mass) of limited resources.

4. A resource/workshop center has greater potential for long term life.

5. A resource/workshop center has the potential to collaborate effectively with other District support units and personnel, such as consultants, Area Generalists, resource teachers, Area staff development committees, Instructional Materials Center (IMC), and others.

6. Visits to other Teacher Centers generated much interest and support for developing a resource/workshop/drop-in center.

7. A resource/workshop/drop-in center has a greater utilization potential by school and community people.

8. Could be used as a training site for teacher education and for post graduate inservice.

Proposal and Plan

1. The STC take action to adopt this plan.

2. The Coordinator, with assistance of others from the IC/IU Teacher Center,

   a. Attempts to identify and get Area Superintendent approval for space of 3-5 classrooms in a Greater Barrington school building.

   b. Work with the Area Generalist and resource teachers to develop the layout and plan for the space.

   c. Prepare a list of materials for purchase.

   d. Collect available commercial, and teacher made, instructional materials for display and replication.

e. Prepare an appropriate work area for teachers, parents and others to develop curriculum and learning materials.

3. The STC will remain under the management and direction of the STC Board during the life of the NIE funding period.

4. The STC Board will review and approve plans as they are developed during the formative and operational phases of this new center.

APPENDIX L

Inservice Ideas Related to Discipline/Child Management of Behavior Problems

Submitted by Valery Totten and Ted Valdershire, STC Staff

Preface: We recognize that it requires of each one of us involved in the educational process for our young people a "tremendous effort to absorb and to subbert educational change."

Most, if not all personnel, are concerned about the problem of discipline or whatever label you wish to call manifestations of behavior that cause some kind of a problem to the student, teacher, et. al.

The needs assessments of each school indicated that discipline is one of the primary problems.

Discipline problems are effects of an extremely wide range of causes. The school is only one part of the society. Can it alone or in partnership with other societal systems understand, cope, deal with and resolve the discipline problems of students? Must it only react or can it be a major force in resolving and preventing the manifestations, symptoms or effects of such problems?

Since all personnel are affected by discipline problems, all personnel must recognize and commit themselves to a course of action. A consistent plan and approach must be developed and implemented.

Reviewing the needs assessments of each school as well as proposing other resources that may be considered appropriate for this subject, these are the following: Magic Circle; Parent-Teacher Accountability; Behavior Modification; Children's Rights; Adlerian: Group work; Democratic process in classroom; School Social Work Services/ Counseling Services; Desegregation Aides, Teacher Aides; Social Worker Aides - more instructional and supportive bodies; TET/PET (Hardy-U High) Fair and Effective Discipline; Values Clarification; Training for Teachers in Classroom Management; Reality-Therapy/ Classroom Management/Discipline (Glasser approach); Transcendental Mediation (TM); Yoga (representative from the Meditation temple); Curriculum; Special Education/Handicapped/Mainstreaming; Understanding cultural, ethnic, socio-economic and community differences and their influences upon students and school personnel (Did you know any IC teacher may get 3 days of inservice at the Ethnic Cultural Center and reserve teacher service will be provided by that program?) We could continue with pages of additional items, but it would only point out the multitude of variables that have inplications for this subject. Reference can be made to the reports of the Accountability Project of February 23, March 1 and 8.

Considerations in random order

1. This plan is appropriate for K-9 and for school-community involvement.
2. Recruitment is open only to those who really are committed to problem-solving this major problem/need. Participants must be able to criticize and accept criticism within the class, yet provide support and share in the learning-growth of each other.
3. Described as "practicum," "experiential," "involvement" and "participatory."
4. Participants must come only as a team from a program. School team(s) will not be allowed to participate unless the principal is a team member.
5. Plan would provide a potpourri of subjects. Three aspects of each subject: a) Presentation by resource person(s); b) Pro and con reactions by users c) Selection and commitment to "take back home" and provide feedback later to the group as to its effectiveness.
6. Outside facilitators needed for the sessions.

7. Cost? Depends on professional growth, IU or ICC credit; stipend; or voluntary attendance.
8. Time? Beginning April 19 for 5 weeks, 10 hrs. (1 credit) or beginning in fall for 10 weeks, 20 hrs. (2 credits).

APPENDIX M

An Open Letter to the STC Board:

For some time, since my appointment to this board, I have had some concerns about its ORGANIZATION, its PURPOSE, and its way of conducting its affairs. As a newcomer, I felt I should hold my tongue but now---

ORGANIZATION: During the past years, I have served on many committees, policy-making boards and advisory committees. This is the first board I have known which has not an elected chairman and secretary at least, as basic to the conduct of business of an elected/appointed body. It seems to me unreasonable to expect Ted to function both as a TC staff person and chairman of such a group. There needs to be a seperation of the roles of staff and board personnel.

It seems to me that Valery Totten has had insufficient direction from the board, and that the board has been delinquent in reacting to or appraising her activities or evaluating what she has done. Not once, since I have been on the board, has anyone challenged her activities, for which STC is providing her salary. I see a need for greater evidence that her activities have been approved by the Board, that there has been community involvement in initiating actions through a documented needs assessment by the community. I think there needs to be an intensive evaluation of Valery's activities. It is appropriate, for example, for one whose salary is paid through the LEA (IC) to push such courses as "How to Cope with the Public Schools" and Alternatives to Public Education on STC funds? Or should she be an advocate within the community for the effort being made within the system to provide for alternatives? I am reacting to a brochure given Board members published by the Women's Union, in which Valery is named as representing the South Centerville Community. Have we been adequate watch-dogs of the funds for which we are responsible? We asked the Parent Center to make a clearly visible statement in their paper indication that it is not an authroized School publication. What similar limits need to be applied to Valery's activities, stating what has been approved by the Board?

PURPOSE: In November and again in December, it was clearly established that, in line with the basic purpose of STC to be responsive to teacher needs, as indicated by each program's needs assessment, a major emphasis would be to support teacher attendance to existing or available workshops or specifically planned workshops. I was, therefore, rather shocked when a proposal written by Ted and Dick would curtail or eliminate the inservice component. I believe the comments of site visitors were misinterpreted and would like to see a summation of their reports. I don't think anyone suggested we emulate what we saw. IC is way ahead of other communities.

APPENDIX N

March 15, 1976

REPORT FROM THE COMMITTEE ON STC BOARD-STAFF RELATIONSHIPS

Committee Members Present: Don Boe, Jack Rice, Kitty Green and Sam Dunn
Absent: Louise Dormer
Others Present: Valery Totten, Donna Schell and Ted Vandershake

The committee met at Hatahway 1 at 3:30 p.m. Don reviewed with the group the materials he had provided them prior to the meeting. These included: (1) the position announcement for the Inservice Coordinator - the position held by Ted; (2) the current job description for the Community-School Resource Developer - the position held by Valery; and (3) a past report of the Ad Hoc Committee on Personnel Evaluation and Staffing.

It was pointed out that Ted's position had been developed by the STC Board. It also interviewed applicants and selected one. Ted is accountable to the Board since he was hired by it and can be terminated by it. Ted in turn has responsibility for hiring a staff who are accountable to him.

Donna Schell is the Clerk Typist (I), who is on a full-time 42 week assignment. Her job description is fairly well defined by additional duties have been assigned to assist the coordinator and in the operation of the Center. Since she is expecting, there will be a replacement in the fall.

Valery Totten has served as the Community-School Resource Developer since April, 1975. She presently is under contract thru June 9. Another contract will be offered her for September thru December, 1976.

The primary purpose of her position is attempting to involve the community with school personnel in problem-solving efforts expectation of the grant. She is a resource person to both school and community people in the areas of her expertise.

Betsy Duke housed at the IC/IU Teacher Center, serves as Financial Coordinator. She had been paid during Phase I on the 70% basis. She presently is on a .2 assignment until June 30, 1976.

With this information, Ted hoped this group could focus on the charge given by the Board, i.e., look at and report back to the Board on March 18 recommendations on Board-staff relationships.

One person thought the meeting was to see what direction the Teacher Center was going or its purpose. Another thought focus should be on the Board and its purpose. Another wondered if the group should focus on the staff. Another thought it should focus on both. Different understandings as to the purpose of the meeting were apparent. Without those present, who had moved for such a committee, the purpose was not clear and some speculation existed as to the actual intent and purpose.

Several things were expressed by new members to the Board. They did not know much, if anything, about Valery's position. They should know.

Although discussion continued until 5:15, the following points are being recommended and/or presented to the Board:

1. New Board members need to have an inservice or orientation to acquire a knowledge and understanding of the problem-solving grant, the Teacher Center, history of the project, operations, Board and staff roles and responsibilities, etc.

2. An ongoing examination, discussion and definition of the purpose, goals and directions of the Teacher Center. This is needed in order to be able to define roles, responsibilities and relationships and Board and staff.

3. Valery should include her activity report with the materials sent to Board members prior to the meeting.

4. There should be more time for discussion at Board meetings. Meetings may need to be extended. A more structured and timed agenda, especially when proposals are presented and acted upon, may be necessary. Someone on the Board should serve as gate keeper. Or should Ted serve as gate keeper, facilitator and executive secretary to the Board rather than chairperson? Could he provide clarification, interpretation and information to the Board?

5. A "neutral place", rather than being in a school, to meet had much support. The place could then be geared to what the Board and staff wants the Teacher Center to be. A new, exciting, comfortable and stimulating place/environment is needed. A "store front" was suggested, e.g., the former Parent Center building. Create a place like the Wilmette and Des Plaines Teacher Centers and other places visited in January. A place where there are tools, materials, tangible resources, recyclable materials, library, browsing, machines, etc. Perhaps we should shift inservice monies from funding proposals to obtaining and creating a new place like what has been described above. Don will check on what indirect costs in the budget includes. Could these costs be used all or in part to obtain a new place in the community?

6. This brought up the issue of future funding. What happens after NIE? Are we realistic if we think IC will pick up the project, especially in light of the budget problems? Can private foundations help? If something really got going would people support the Center thru memberships such as Wilmette, Cleveland, Hyde Park, etc.?

7. The roles and responsibilities of the Board need to be defined.

8. The STC should make a proposal to the IC/IU Teacher Center for developing an area-wide Teacher Center.

APPENDIX O

Responsibilities for Teacher Center Board Members

Discussion on roles for Board members took place while Ted was on the phone. Carrie Towne presented a list that she had prepared of eight responsibilities for Teacher Center Board members. These were:

1. Attend and participate in board meetings.
2. Read printed materials before the meetings to be prepared.
3. Communicate to principals.
4. Communicate to all building personnel and the community. On the other hand, assess and communicate to the Board, the concerns and feelings of building personnel and the community. Methods to facilitate communication reports at faculty, family or to department meetings, information in local school's bulletin, bulletin board, word of mouth - coffee room talk, etc.
5. Provide assistance to those writing proposals. Such assistance may be in directing writers to call and work with Ted; or to use other resources; or it may be explaining the Board's goals and views.
6. Interpret the Board's role and reasons for actions and decisions.
7. Serve as a proponent of the Board and the Center.
8. Serve actively on a committee of the Board. The Board members as a group from each school may have a combined role which individuals will be responsible for portions of: a) One person should serve on the School's Staff Development committee. (May be persons to head problem identification committee); b) One person should help with publicity and information, i.e., be the link from the school to the Center's newsletter.

Iroquois City
Iroquois University

APPENDIX P

TEACHER CENTER

IC/IU Teacher Center
155 Wheeler Hall
Iroquois University
Iroquois City
July 26, 1976

Dr. Seth Jackson
Task Force on School Capacity
for Problem Solving
National Institute of Education
1200 - 19th Street Northwest
Washington, D.C. 20208

Ref. Grant No.:
XXX-X-XX-XXXX

Dear Seth:

This letter is both an update on our current reorganization and a request for approval to reallocate some funds.

First of all, Ted's request to return to his old assignment left the STC Board with some options which they didn't have earlier. They have explored these options rather extensively in their deliberations this summer. Their plan is as follows:

Governance - The Board will remain in place and will continue to function as the policy body. In addition, members of the Board will now take on a stronger management role; i.e., conducting informational meetings, initiating project activity such as needs assessments, taking responsibility for prepearing the Phase III request/proposal, etc.

Management - This is the area in which major changes are to be made. As Principal Investigator, I will take over the financial coordinating role (formerly performed by Betsy Duke). I will also provide consultative services to the projects, Board, clients, etc. as requested, and as required by the scope of work agreement.

The position of Coordinator is not going to be filled, at least by a full-time person. The Board may hire someone for fractional management services or for consultant services or for consultant services as facilitator, writer, etc. as needed.

The community liaison position will continue through December, 1976 (no decision has been made beyond) with a stronger direction from the Board. Tasks/functions will be specified by the Board.

The secretarial position may be filled part-time. That position is currently open since Donna Schell left in June.

Summary: The STC Board sees the need to test this model as a developmental step in the evolution of a client controlled/staff development agency. It is important to find out if traditional staffing costs can be reduced so that greater portions of available funds can be directed to services.

Program Services - The services to teachers and others in Merrill and the Hathaway Schools will continue. Every effort to involve the full range of faculty/staff in the Center's operations will be emphasized.

Physical Space - The Center will give up its present location at Merrill, however, space somewhere is assured if we need it. At this point we are undecided about location, or for that matter, whether anything more than an office is needed. All materials are boxed and will be kept intact until the STC Board determines what should be done with this aspect of the Center.

The STC Board has expressed a great many concerns/hopes/frustrations about the future. It is apparent that continuing financial problems of local resources are going to require new strategies. The Greater Barrington administration has had a tremendous cutback in its staff development funds for 1976-7 and other school units have likewise suffered. Even so, we have been encouraged to apply to the Greater Barrington for approximately $2,500 of local support for next year. A model like we have operated over the past two years is too expensive in staff costs, that much is clear.

Now to the second part of my reason for writing. Ted has been unable to file his final (June) report on the fiscal status because the school district has not provided print-outs to department heads. As soon as he gets it, he, along with Betsy, will complete the report for June, which will become our "start point" for year three.

Essentially, for the time being, I request approval to make the following financial transfers in our budget of grant award revision #4, dated March 3, 1976.

Request transfer of funds

from:			to:	
1.	Personnel	5,012	9. Other (In-Service Programs)	5,012
2.	Consultant fees	1,000	9. Other (In-Service Programs)	1,000
3.	Fringe on salary above	802	9. Other (In-Service Programs)	802
4.	Travel - local option line, does not include remaining NIE linkage travel	980	9. Other (In-Service Programs)	980
5.	Supplies/materials	1,271	9. Other (In-Service Programs)	1,271
9.	Other - Reproduction	417	9. Other (In-Service Programs)	417
9.	Other - Equipment rental	154	9. Other (In-Service Programs)	154
9.	Other - Postage	176	9. Other (In-Service Programs)	176
	Totals	9,812	Totals	9,812

We have accelerated our planning this summer so that this request could get to you with a reasonable turn-around time so that some critical late summer projects could get underway on time.

Perhaps it would be best if we could talk by telephone as soon as you get this letter. If I am not in when you call, I will return the call as soon as I return.

Sincerely,

Richard Ayers
Director

RA:mfj

Enclosure - STC Board minutes (July 8, 1976)

cc: STC Board and associates

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APPENDIX Q

This appendix lists the STC problems and solutions

Part I

II. Problems

A. "In House" - those dealing with problems faced by the Board during Phase I and II, particularly in its reorganization and change in staffing.

1. Low trust level between
   a. Staff and Board
   b. Board Members
   c. Consumers and the Board
   d. STC and IC/IU TC
2. Conflicting values - lack of sensitivity
3. Low level of taking risks
4. Feelings of inadequacy in assuming leadership roles
5. Ambiguity regarding the Board's and the Center's autonomy
6. Dissatisfaction with the degree of direction the Board was permitted in the activities of community-liaison staff-person
7. Power struggle and hidden agendas
8. Possible vested interests
9. Lack of understanding of program philosophies other than one's own
10. Inconsistent procedures
11. Change of personnel on Board
12. Inadequate and delayed information on funds and existing balances in budget.

B. Site Problems

1. Philosophical and organizational differences between Junior High and Elementary, and between alternative programs
2. Merrill was not easily accessible to Hathaway personnel and parents. Transportation difficulties
3. No present defined location for staff or materials resource center.
4. Inadequate channels for communication
5. "Normal" school hours at Merrill prevented evening use of facility
6. Inadequate publicity and little to interest or draw consumers to the Center
7. Site was unattractive and uncomfortable.
8. Complex staffs were under great pressure in a new school. No time

C. Community Involvement Problems

1. Inadequate parent-community representation on the Board
2. Ambiguous or little direction given to Community Liaison person by the Board. Her job description made her responsible only to the coordinator.
3. Inadequate dissemination of the potential for community involvement on the Board.

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4. Insufficient publicity in the community regarding opportunities offered by STC
5. Size (area) of the community - overwhelming to parents accustomed to neighborhood schools. The concept of a community complex is very new.
6. Diversity of socio-economic levels, cultures, values, political boundaries -- no natural boundary lines
7. Transportation problems -- many "home" areas do not have good public transportation facilities between home and the Center
8. Parent Center at Hathaway is no longer funded and has no coordinator. Volunteer staffing only.
9. Lack of purpose or opportunity for meaningful involvement. No longer joint planning as in pre-complex days. Parents do not feel needed.
10. Some parental disillusionment with complex or selected program.
11. Some lack of support for, or acceptance of, busing and the Iroquois City efforts in desegregation-integration for racial balance.
12. Feelings of inadequacy.

D. Staff Development

1. Guidelines for proposals to STC, revised in Phase II, had gaps or were not always applicable.

2. Inadequate pre-screening of proposals by staff sometimes caused embarassment.
3. Board was inconsistent in its use of guidelines or adherence to stated goals.
4. Proposals were accepted that did not necessarily relate to needs assessments. Individual or small group proposals stated the needs which may not have been reflected in each program's needs assessment, submitted late in Phase I.
5. Interpretation of goals of some proposals were varied among board members.
6. Some proposals came to the Board "after the fact" -- related action had already been taken
7. Board frequently felt intimidated
8. Proposals were not received early enough for adequate review before decisions were made. Time-line pressures called for immediate decisions.
9. Deviations from established goals set up unpleasant and difficult precedents.
10. School-wide needs were not ranked in order of priority.

III. Proposed solutions in terms of activities and strategies for problems.

A. "In House" - Interpersonal and Management

[Note: Items 1 through 7 reflect actions that have already been initiated or implemented by the STC during the first half of Phase II.]

1. Reorganization of STC Board to a self-governing body with an elected Executive Board which can make decisions.
2. Elimination of a full-time coordinating position.
3. Expansion of the role of community-liaison staff to include defined managerial duties.
4. Make frequent direct communication with Chief Examiner, Dr. Ayers.
5. Active enlistment of parents to increase input and help make the Board sensitive to community needs.
6. Increase commitment and determination of the Board to make the Center a viable force in assisting the four programs to identify and solve problems.
7. Increase willingness to negotiate differences in the decision-making processes.
8. Provide more leadership and sensitivity training for Board members.

9. Improve processes and procedures for interpersonal interactions: provide for a facilitator trained to assist in developing procedures, if necessary.

10. Orientation for Board members re program differences.

B. Site Problems and Community Involvement

[Note: While these two problem areas were listed separately, suggested solutions address both problem areas as one because of their inter-relatedness.]

1. Negotiate with Parents Center for shared space at Wilder for a resource center, office space, and a meeting place.

2. Establish this shared space as a parent-teacher center. STC Board to coordinate and cooperate with the Parent Center Board, but it cannot now be determined if there might be a joint board.

a) Increase school community interaction

b) Improve opportunities for inter-program communication. A Hathaway site will be less accessible to the Merrill staff but it is close to public transportation.

c) Increase or extend the hours of access to the Center. The community school program provides for the use of the facility after school hours four nights each week.

3. Provide machines and materials for use of teachers and community use. [laminators, copiers, typewriters, etc.]
4. Increase cooperation and improve working relations with the Community School staff.
5. Explore the feasibility of providing chartered bus service for major events of community interest.
6. Maintain a guest book from which the secretary will develop a mailing list for dissemination of coming events, activities, and opportunities.
7. Explore the possibility of getting a bulk (third-class) mailing rate for fliers, etc.

C. Staff Development

1. Increase utilization of existing local teacher expertise.
   a) Pay teacher consultant
   b) Provide free workshops (no stipend) for participating personnel.
   c) Provide substitute pay for workshop participants during school hours.
   d) Charge small fee to Greater Barrington personnel, outside of the target area, participating in STC-sponsored inservice opportunities.

2. Find the common denominators in the four schools needs assessment and focus on staff development grants accordingly.

Example: Discipline or child management seems to be a common concern among last fall's stated needs but only _____ proposals that were approved by the Board addressed themselves to that need.

3. Individuals who may be funded for external workshops (ECA, etc.) will agree to conduct a sharing workshop for further dissemination at no additional cost to the STC, open to any GB teachers at no cost to them.
4. Secure support for and greater interest in STC-sponsored opportunities by hiring a part-time Public Relations person. (This could be a teacher on part-time release.)
5. Establish that proposals must be distributed for review at least two weeks before a decision is to be made.
6. Set feasible guideline limits--revise guidelines to correlate closely to established needs, as ranked in order of school-wide priorities.
7. Seek out a better way of determining needs and focus on a limited, concentrated set of those needs.
8. Develop a better interviewing procedure for when the project manager makes a presentation to the Board.

9. Enlist the cooperation of Iroquois University and other colleges to provide on-site workshops and courses or mini-courses.
10. Develop a tape and video library for teacher and parent reference and use.
11. Record on tape and videotape guest lecturers, workshops, etc.
12. Encourage and make available video-taping equipment for self-evaluation in the teaching situation and/or for demonstration lessons.

IV. Post-Phase III Funding and Continuation Plans for the STC After June 30, 1976.

APPENDIX R

SATELLITE TEACHER CENTER
Room 211, Merrill Junior High School
Iroquois City

STC PLAN #_____

STC SUPP #_____

PROPOSAL FORM FOR 1974-75 STAFF DEVELOPMENT

Instructions: Complete all items on both sides of this form. Do not limit yourself to the space provided. Extra pages of additional information and materials may be attached.

1. Participants: List and identify all persons who have agreed to participate. (Attach a separate list if necessary.)

_____

_____

_____

_____

Project Manager _____

School _____

Phone _____

Beginning Date _____

Completion Date _____

Location _____

2. A. Identity the need(s), personal and organizational, to which this proposal is addressed.

_____

_____

_____

B. Identify the goal(s) of the Teacher Center, Iroquois City Public Schools, Greater Barrington and individual school-community that are expected to be achieved by this proposal. Refer to the Foreword and Goals of the 1974-75 Guidelines and Policies for Proposals as well as to the goals established by each school-community.

_____

_____

_____

3. A. Describe the training content/process of this plan. To guide you, refer to the 1974-75 Guidelines and Policies for Proposals and feel free to call the Teacher Center Coordinator (729-4744) if you need assistance. Include the names of consultants and/or resource personnel if needed to accomplish this plan.

_____

_____

_____

_____

B. If this proposal is a supplement to an approved plan, explain what part of the plan is being carried out and what changes, if any, are there and how these will be implemented.

_____

_____

_____

4. Evaluation: Each participant will be expected to complete an evaluation form for individual reaction.

5. Dissemination: In addition to the evaluation report, check below how you will share information with others.

Curriculum Units ☐

Minutes of Meetings ☐

Speak to Interested Groups ☐

Organization Plans ☐

Other _____

_____

6. Budget: Indicate estimated costs on reverse side.

235

(OVER)

6. Budget Estimate:

		Amount
Staff Expenses:		
Stipends	_____	_____
Salary	_____	_____
Reserve Teachers (Daily rate of $29.40 or $31)	_____	_____
Paraprofessionals (Average $3.75 per hour)	_____	_____
Volunteers/Parents/Students	_____	_____
Consultant:		
Honorarium	_____	_____
Expenses	_____	_____
Materials:		
Kind (Describe)	_____	_____
Travel:		
Airfare or Mileage (Mileage is 15¢ per mile.)	_____	_____
Housing	_____	_____
Meals (Maximum is $10 per diem)	_____	_____
Fees:		
Registration/Tuition	_____	_____
Other: (Describe)	_____	_____
	Sub-total	_____
Funding from other sources for this project. Please indicate source and amount.	_____	_____
	Grand Total	_____

OFFICE USE ONLY

Administrative Approval - Less than $35 _____ Date

Board Action _____ _____ Date

_____

Coordinator

Proposal Form
2-3-75/500

APPENDIX R

SATELLITE TEACHER CENTER
Room 211, Merrill Junior High School
Iroquois City

STC PLAN #_____

STC SUPP #_____

PROPOSAL FORM FOR 1974-75 STAFF DEVELOPMENT

Instructions: Complete all items on both sides of this form. Do not limit yourself to the space provided. Extra pages of additional information and materials may be attached.

1. Participants: List and identify all persons who have agreed to participate. (Attach a separate list if necessary.)

_____

_____

_____

_____

Project Manager _____

School _____

Phone _____

Beginning Date _____

Completion Date _____

Location _____

2. A. Identify the need(s), personal and organizational, to which this proposal is addressed.

_____

_____

_____

B. Identify the goal(s) of the Teacher Center, Iroquois City Public Schools, Greater Barrington and individual school-community that are expected to be achieved by this proposal. Refer to the Foreword and Goals of the 1974-75 Guidelines and Policies for Proposals as well as to the goals established by each school-community.

_____

_____

_____

3. A. Describe the training content/process of this plan. To guide you, refer to the 1974-75 Guidelines and Policies for Proposals and feel free to call the Teacher Center Coordinator (729-4744) if you need assistance. Include the names of consultants and/or resource personnel if needed to accomplish this plan.

_____

_____

_____

_____

B. If this proposal is a supplement to an approved plan, explain what part of the plan is being carried out and what changes, if any, are there and how these will be implemented.

_____

_____

_____

4. Evaluation: Each participant will be expected to complete an evaluation form for individual reaction.

5. Dissemination: In addition to the evaluation report, check below how you will share information with others.

Curriculum Units ☐

Minutes of Meetings ☐

Speak to Interested Groups ☐

Organization Plans ☐

Other _____

_____

6. Budget: Indicate estimated costs on reverse side. 237

(OVER)

6. Budget Estimate:

		Amount
Staff Expenses:		
Stipends	_____	_____
Salary	_____	_____
Reserve Teachers (Daily rate of $29.40 or $31)	_____	_____
Paraprofessionals (Average $3.75 per hour)	_____	_____
Volunteers/Parents/Students	_____	_____
Consultant:		
Honorarium	_____	_____
Expenses	_____	_____
Materials:		
Kind (Describe)	_____	_____
Travel:		
Airfare or Mileage (Mileage is 15¢ per mile.)	_____	_____
Housing	_____	_____
Meals (Maximum is $10 per diem)	_____	_____
Fees:		
Registration/Tuition	_____	_____
Other: (Describe)	_____	_____
	Sub-total	_____
Funding from other sources for this project. Please indicate source and amount.	_____	_____
	Grand Total	_____

OFFICE USE ONLY

Administrative Approval - Less than $35 _____ Date

Board Action _____ _____ Date

_____

Coordinator

Proposal Form
2-3-75/500

APPENDIX S

This appendix contains the needs assessments from the four schools served by the STC.

Problem Identification Priorities

Hatahway '3'

1. The Media Center -
   How to use it, how will children use it, as a source of materials and ideas for Interest Centers.

   How to develop pride and respect in the children for themselves, the new building, the buses, each other. General discipline.

2. Uniformity of discipline within the school-the positive approach.

   All aspects of moving to the new building.

3. Coping with classroom size by using resource personnel to help make the teacher's work more tolerable.

4. Challenging/or providing extra help for the capable child.
   a. Tutors for the Vietnamese child
   b. Students tutoring students
   c. Interest Centers

...st attractive to you.

Group Ranking

Ranking	No.	
1	A	The Media Center - How to use it, how will children use it, as a source of materials & ideas for Interest centers.
1	B	How to develop pride and respect in the children for themselves, the new building, the bases, each other. General discipline.
4	C	Challenging/or "Extra help for the "capable" child. a. Tutors for the Vietnamese child. b. Students tutoring students. c. Interest Centers
2	D	Uniformity of discipline within the school - the positive approach.
2	E	All aspects of moving to the new building.
3	F	Coping with classroom size by using resource personnel to help make the teacher's work more tolerable.

	I	II	III	IV	TOTAL	Group
A	1	2	3	1	7	
B	2	1	2	2	7	(1)
C	3	4	6	3	16	(4)
D	2	1	5	2	10	
E	5	3	1	1	10	(2)
F	4	4	4	3	15	(3)

Alpha and Beta Teams

Hathaway '2'

Problem Solving Process

The needs of the Alpha and Beta Teams were identified and prioritized as follows:

A. Teacher - Teacher

- -Investigate ways of eliminating paper work
- -Management of time
- -Scheduling of teacher time
- -Teaming skills
- -Time for planning and preparation

B. Teacher - Pupil

- -Need to explore the various kinds of "contracts" that have been developed for primary children.
- -Methods and strategies for working with learning disabled children.
- -Explore ways for children to take more responsibility for their learning
  Example: The two teachers who use the whispering technique at Hale School.
- -Activities for non-readers
- -Scheduling of school day for children
- -Curriculum

C. Teacher - Other Personnel

- -Time to plan for volunteers, tutors, parents. Bodies are needed in the program.

D. Teacher - Building

- -How to use Media Space for purposes other than released time
- -Space arrangement

In dealing with the above problems, the teachers in these teams emphasized that their top priority was to secure a live-in resource person, someone who has had the experience of putting in place a Continuous-Progress Program and who would be able to spend at least a week with the staff, following a planning session.
A possible resource person:

Delta Team 4

Hathaway '2'

Problem Solving Process

The Delta Team identified a number of concerns, but placed first priority on use of space. The urgency of dealing with this problem is that the space currently shared by 180 children was originally designed for only 120 children. The mere number of bodies needs to be accommodated, to say nothing of meeting the requirements of the curriculum and learning centers needed for mixed age groups. A resource person: Carl Weiss was suggested as someone who could help in the design of the reading lofts, cubicles and other spaces off the floor for the quiet kinds of learning activities.

Within the context of a school-wide discipline program, this team needs time to clarify their own perceptions, to establish compatible guidelines among teams, including dealing with related concerns of cross-teaming, moving children from one team to another, laterally as well as vertically. There should also be time to discuss and clarify the philosophy of Continuous Progress at Hathaway '2'; how are the goals interpreted and implemented?

While the staff members in the Delta Team generally feel that the current procedure for recruitment of volunteers is satisfactory, there are some problems, e.g. repetitive, time-consuming explanations, lack of consistency of performance, irregular scheduling, strategies for working with volunteers. An orientation process should be developed that accommodates both the needs of the volunteers (making them feel capable and comfortable) and the school (getting the kind of help that's needed, when it's needed). This effort will require the cooperation of all persons (aides, teachers, resource persons, coordinators, administrators) involved in the school program.

Team Needs	Activity/Experience/Training
1. Use of space a) Examine relation of space to children and program b) Design structures, e.g. reading loft, cubicles, platforms, etc. c) Plan construction	1. Consultant services, on-site, and in planning sessions
2. Total team/staff involvement for planning a truly continuous progress program. a) Review continuous progress philosophy statement b) Describe school-wide discipline policy c) Relate team discipline to the above	2. Meeting as a team and with others to discuss, plan, organize. Leadership to be provided by persons within school.
3. Develop orientation for volunteers a) Procedures b) Scheduling c) Tasks/Management skills	3. Time for team to plan and implement orientation sessions and workshops for volunteers.

Omega Team

Hathaway '2'

Problem Solving Process

The Omega Team identified the following areas of needs/problems:

A. Discipline Policy written out

B. Prescriptive Math Program

-Kit that would deal with needed skills

-manipulatives

C. Language Program

-Some evaluative materials that would enable us to provide consistency in skill-building, e.g. Scope and Sequence in Language Arts (The Intermediate level is almost done.

-Correlate materials that are available now

-Need to know more about "Moffett" and the Moffett Center

-Ellen Germak

-In-service on Schmerler materials

D. Need for supplementary/supportive materials to the Holt Data Bank Social Studies. For example:

-hands-on kinds of materials

-manipulatives

-map skills (These can be individualized)

-Multi-Ethnic studies that deal with cultures in addition to Black and Native American

E. a) Mainstreaming:

-<u>ways</u> to work with children

-<u>time</u> to do this

-<u>materials</u> to use

Omega Team (continued)

b) Values Clarification

-need to understand other cultural/ethnic values

-need to know/understand own values and how to share values

c) Teaming skills

-team members need skills in team building

-philosophy/guidelines in teaming

Activity/Training/Experience

A number of workshops were suggested as a means of addressing the concerns listed with the stipulation that all workshops be the hands-on, practical workshop in which teachers work with materials and interract with the workshop leader and with each other.

-An in-depth workshop on Moffett: the concept, materials, methods, etc.

Ellen Germak was one resource person suggested.

-An in-service session on the Schmerler materials was another request

-Several staff members indicated a need to observe other schools and programs similar to Hathaway '2', that is, innercity/similar population.

-The frustration of several staff members was reflected in the statement: There is a need for "a place to go to let off steam or a person to talk to without getting put down." This seemed to be an underlying factor in all of the areas of concern. Where to begin to provide this kind of support? To be sure, no immediate solution surfaced. Time was short and the problem is not one that can be dealt with very quickly or easily. A beginning might be a series of workshops that focus on the skills needed in teaming. The individual strengths of the team members and the support they can provide each other would begin to be the "place" and the "persons". The Group Work Model developed by Aubrey Gross has been used effectively in our five state region and should be one of the models we look at when this concern is addressed.

The process used for this needs assessment was:

1) Meeting with staff and community
   a) Discussed goals with another person
   b) List needs using cue words
   c) Prioritize needs (1-5)
2) Cut needs of people in paper strips
3) Sorted strips into 26 categories
4) Typed needs as stated with priority numbers
5) Ran off typed stencils
6) Weighted priorities
   1st priority = 5 points
   2nd priority = 4 points
   3rd priority = 3 points
   4th priority = 2 points
   5th priority = 1 point
7) Listed weighting

176	Organize and prepare materials
64	Child management
63	Affective education
45	Communication and clarification of program
39	Volunteering and community
37	Goals - Try New Things - Stimulate
37	Math
30	Get to know you
23	Language arts
23	Responsibility
20	Recordkeeping and conferences
19	Human resources
19	Open School
17	Media Center
17	Teaching Methods
15	Decision Making
14	Problem Solving
13	Family
11	Time
10	Reading
6	Evaluation
6	Science and Health
6	Space
3	Options
2	Integrated Curriculum
2	Tri-School

note: We feel this process shows priorities of people involved with our program.

AFFECTIVE EDUCATION

I need to know how to reach "hard to reach" children 4
I need magic circle knowledge 2
I need to learn to instill in everybody a respect for others 1
I need to know more about values clarification 1-1 2-2 1-4
Beat the school! We need to draw out invented behavior, build confidence in the great majority of student body and somewhat among the staff 5
I need to learn to instill in others and myself a pride of accomplishment 4
I need to learn ways in which children show pride in their work and respect (and have pride in) the work of others 4
I need to acquire human resources to present times (maybe once a week) on value judgements, personal needs, etc. 2
I need a quiet time to work with a small group of children on "Magic Circle". I need someone to be with my other students while I do this. 2
I need to learn how to help kids develop greater self-worth and pride and accomplishment 4-1
I need to help in providing more affective experiences for the children 3
I need to acquire human resources on instilling confidence in students who lack it in academic areas i.e. "I can't do it" 1-3

CHILD MANAGEMENT

I need to know how to make my family area and/or my homeroom group more quiet 4
I need help on positive reinforcement 1-3
I need to develop consistency in operating with youngsters 1
I need to have the staff involved in some type of communication course where in we review and/or learn and practice management skills to help us deal more effectively with children (gear this to goal 7) 2
I need to learn more about dealing with conflict situations 1
I need help in being more positive with children who need to be disciplined 3
I need skill in crisis intervention and effective discipline techniques 1
I need to catch the child being good!. I'm too busy busting the child who is being bad 4
I need to know that there is someone who feels responsible to develop potential of my child 1
I need teachers who will be able to follow the directions he sets-he has developed goals for many areas, but lacks persons to open the fields for him 2
I need to know how a child above average gets help and direction he needs 2
I need more time without disturbance to deal with a child 1
I need to know is building programs have the basic same rules 1
I need to spend more time on dealing with a problem with a child 1
More information on child development and how it relates to learning 3
I need to learn how to convince my child to ask questions 2

VOLUNTEERING AND COMMUNITY

I need to acquire materials and develop a curriculum for community involvement 5
I need to acquire skill in working with the community 1
I need to be freed of enough in-house tasks to participate more often in community-wide activities 4
I need to know why some staff give impressions parents aren't welcome 5
I need to know how I can help support and participate when I work full time 5
Keep working on more of the total community 3
Given the possibility that some faculty members may wish to participate in an activity/class from the hours of 3 15-5:00. I need a vehicle to find out what if anything they might like to have offered for them. 3
I need volunteers to work with kids (just to listen sometimes) 5
We need more worthwhile experienced teachers will turn over to community volunteers. This may mean training staff to deal with volunteers, help eliminate fear of extra people around 3
I need to get more involved with parent groups 1
I need to increase my knowledge of the broader community and become re-involved as service needs are identified 5
I need more adults either aides or volunteers to help in stations and in working with smaller groups of children 2
I need more community participation with kids in learning areas 5
I need to acquire human resources for working with kids in interested areas 4
I need to know what type of help would be most useful to teachers of my child 1
Given the fact that 'good' public relations with this community that it services is vital, I need to have some definite plan for this process from the three buildings on how this information will be delivered. The left hand never knows what the right hand is doing. Since faculty and administration would be involved I think it could come from them. I am more than willing to share that responsibility. Perhaps a three school committee could be set up to do the initial brainstorming and initial draft of plans. 5

HUMAN RESOURCES

I need to work with other concerned staff on the use of the cultural center 5
I need more clerical and aide help so I can develop (use) my own special skills in counselling children and their families 2
I need to learn how to better use human resources 5
I need human resources to teach my children about the city - firemen policemen, store owners, etc. 3
Need to learn how to collect and best use people and resources for the accomplishment of a goal 3-5
I need more aide time to be spent in the lunchroom in the morning 2
I need human resources to assist my children 3

MEDIA CENTER

I need to acquire additional human resources to make the media center function more effectively in the total school's program 3
I need to help in implementing #7, with current limited physical and personnel resources available in the media center 2
I need to know that everything that is AV soft were from Media Center works - in other words tapes etc. 4
I need to know more about media center and how to operate equipment 1-1; 1-3

SCIENCE AND HEALTH

Need to feel that Tom North is open to our school philosophy and will work to help our efforts to succeed in our science area 2
I need to acquire materials in all areas of health education 1

READING

I need to know more about child involvement in Kindergarten class, math and reading-1
I need reading material that conveys important concepts at both his intelectual and social level (they differ) 3
I need more information on alternative for reading in 'I' program 4

ORGANIZE AND PREPARE MATERIALS

I need to find out needs of other staff members to be of more service to them - 1- 1; 1-2
I need to acquire materials and to develop a curriculum for community involvement or environmental education thru inservice 5
I need aide time to facilitate providing indirect services such as supplementary materials to teachers to mainstream kids 1-1; 1-3; 1-5
I need to increase ability to pick and choose what is most essential to do hour to hour 1
Need time to do the things that are expected to be done 2-1
I need to acquire materials that are essential for station development - without a hassle - like acetate and lamination folders 1-1
Need time to share materials, ideas, schedules (suggest a $ proposal for 11 evening) 1-1, 1-2; 2-3
I need to learn how to imporve teaching methods in a way that will increase the students level of interest and enthusiasm 1
I need to get more help (or more time) for media center so we can keep chaos down and at the same time develop creative programs 1
I need to get time to do the unpacking and organizing, making that is not done 3-1; 1-2; 1-5
I need to acquire an effective system of checking out materials at stations (for kids) 3
I need to acquire materials on subjects families want before they have to have them 5
I need more time to further identify Title I reading needs and contact available resources 1
I need more time to get up curricular needs for my family 2-1; 1-3
I need to learn how to batter down batches, keep materials (and bodies) out of way of others using same area and equipment - and to get them to do the same 3

ORGANIZE AND PREPARE MATERIALS (con't)

I need to acquire the materials that are essential for station development easily-without a hassle like - acetate and lamination folders 1
I need to learn a system to keep track of my (develop) things scattered throughout 7 sections of this building plus 3 , without going crazy daily 3
I need time to develop materials for individualization, to develop interested talents in children 1-1 1-3 1-4 1-5
I need time without kids to organize and prepare learning materials and stations that have meaningful learning outcomes 1-1 3-2 1-3
I need a lot of cooperation when I start lunch tickets 1
I need time to put the materials I have together 5
I need to get more time to set up curriculum needs for my family 1
Furniture - storage shelves, tutoring tables, carrells 3
I need help in organizing my day so that each child will have meaningful experiences 2
I need to acquire materials for the themes that we plan, materials that are already made and ready to use 3
I need to get more time to develop materials to use with the kids and time for daily lesson planning 3
I need help in planning curriculums that will benefit my children (will take in consideration the lowest and highest) 4
We all (I'm playing an omniescent diety) need to learn and regularly practice (pardon the expression) respect for each other's physical resources, leaving them where they belong. For example, don't rip off (even temporarity) the recorders, etc. 4

OPTIONS

I need to know how options and skill time are related for kids 3

MATH

Does anyone realize that he is dying to learn - forge ahead - in the math area? He can learn anything that someone will bother to explain to him 5
I need to know where to apply for funds for math lab materials 5
I need a contract! I need to acquire skills that speak to the individual interests, talents and needs in the basic skills. Need to develop 5
I need planning time with staff members to plan the math center 4
I need to learn the interrelatedness of math, science, art, music 4-1; 1-2; 5-4
I need help in setting up math stands 4
I need to acquire math materials 2
I need released time for Title I math 2
I need the math resource people from Greater Barrington to set up interest areas in math center (as reading and language resource people did) 3

LANGUAGE ARTS

Need time to correlate LA into all theme areas 1
Need time to meet with all LA resources - see materials 2
Need time to meet with language resource people to enrich my reading - language program 3
I need inservice in language arts and social studies for our needs 2-1 1-2

INTEGRATED CURRICULUM

I need time (from other programs, people) for direction to plan an integrated curriculum and directions for our themes 4

FAMILY

I need more time to meet and work out plans and units with other team members 1
We need family planning time and time to discuss concerns, feelings 3
I need to know school policies and procedures for this program within the family 1

TRI SCHOOL

Given the fact that although there are three distinct programs in Hathaway, this school is one. I feel a strong need to work in that direction with opportunities provided for the three school faculties. I can help provide some options. 4

OPEN SCHOOL

I need to visit more open schools to see their programs 4
Visit other programs 3
I need to acquire information on trends in open schools throughout the United States 1-4; 1-5
I'd like to see some open schools 4
I need to acquire more information on present open school programs 1-3
I need to visit other open type or individualized programs 2-5
I need to meet with people who have knowledge in such areas as traffic, stations, furniture, openess and effective use of resource people (in building and out) 2

RECORD KEEPING AND CONFERENCES

I need an inservice on record keeping methods (child oriented) and someone to help 1-1, 1-5
I need to know if my child has developed self worth, pride in accomplishments, and talk to teachers about this 1
Need hints and helps on relating to parents. What should my role be as I relate about their child 1
Need time to get feedback from teachers, just not conferences 4
I need to know the types of experiences I can provide as a parent in the home environment to continue and supplement the classroom learning while it is taking place -3
I need to know what expectations are reasonable to have for my child, in the "I" program so far as scholastic progress 4

EVALUATION

I need to know more about the evaluation of "I" program 3
I need to acquire new methods (tools) in which children can evaluate and become aware of possible needs 3

COMMUNICATION AND A CLARIFICATION PROGRAMS

I need to know how to deal more tactfully with other adults in this school 5
I need to know how do we improve relations between programs and building personnel 1-3 1-4; 1-5
I need to know as much as possible what everyone else is up to - what they need and what they already took Communications! 4
I need to know how to be more productive and make a better contribution to this program 1
I need more times to listen to kids and adults 3
I need more communication skill and I would like to do this with others 2
Need to communicate good things I see 3
I need to know ways of bridging gap of communication 2
I need to know what art opportunities (as his level) exist. Is there a real artist for him to interact with so he can learn different media for expressing the way he sees the world 4
I need to better understand what my role is 2
Need to know how classroom teachers would like to use services of SLBP 2
Need to meet with teachers of Hathaway '1' to discuss how we are implementing the philosophy of our school as was set down. 5
I need to feel more involved as an aide in family and building decisions 5
I need to develop more sensitivity and understanding to the needs of other staff members 3
I need to know the politics of the school administration from principal up so I can be more at ease in dealing with children and adults 3
I need to be more informed as to what is going on 5
I need to know the good things that have happened on each family (not just teaching families) 4
I need to learn how to communicate with others 2
Give the fact that some community people because of experiences are not comfortable in a school sitting, I need human resources to conduct discussion groups on topics such as "how reading, math, english" are taught e.g. This is for pay and for giving parents an opportunity to discuss this topic not targeting in on the fact their children have problems they themselves have problems in math, reading, science, etc. 2
We need to explain our program more widely - many wrong concepts about '1' program in the community and also in the parent body for '1' school. We need to make them informed and confident so they can explain their choice better. 2
I need to learn how to teach according to the way I <u>really</u> feel about things - Example: my family all agrees that "Land of Plenty" is a good theme for October - I cringe because lots of people don't know about "plenty". Also views of native America on Thanksgiving. I have access to lots of resources for the kind of teaching I'd like to do but so unappropriate for a school based on such traditional values. I'm afraid to offend so many people. I'm not talking about anything revolutionary or "way-out" just reality. 2
I'd like help to work with teachers who I might disagree with or who might need help as a beginning teacher 5
Have the community really rap with teachers and principals on the school 3

GOALS - TRY NEW THINGS - STIMULATE

I think there should be more emphasis on student establishing goals 1
I would like to see more academic "stimulation", "challenge" in Kindergarten areas 1-1; 1-4
I need to learn how to stimulate students 1-1; 1-2
I need to learn more effective ways to have youngsters try new things, and become involved, etc. 5
More help to develop a willingness to try new things, make commitments, become involved and be responsible for one's own actions 2
I need to know more about all aspects of Hathaway '1' program philisophy, etc. 2-1

TIME

I need to slow up, be more relaxed, listen better and quit trying to do the "impossible" quantity on this job 3
I need more time to meet with teachers like Rita who are particulary interested in planning music things to carry over during the week 5
I need to learn how to manage my time 3
I need to learn how to structure time (my time) 3
I need more time to do the tasks laid on me without chronically over-extending myself. Right now, e.g. there are two piles of undealt with telephone messages, referrals to complete, records to be summarized and sent on to other schools, etc. on my desk. I couldn't get to this work yesterday or the day before and an (foolishly?) hopefull I can begin to whittle away at it today and tomorrow. Past experiences, tho, gives little promise that I'll succeed. Meanwhile (see #1 and #3) my other stated needs press in on me 5

SPACE

I need to acquire a room where the children can come to music, where there is an inviting atmosphere. It's difficult to have music learning under the stair wells or in family rooms when other children are trying to work on other things a few feet away 2
I need a place of my own to do more prep work 4

TEACHING METHODS

I need to know how to actively intervene to help kids follow thru on commitments they make. (Perhaps this could be through resource like Ruth McCoy.) 3
Need help in having the children have pride in their environment to promote goal No. 7 5
I need to know an active teaching process to help kids learn to complete activities to a finished product 2
I need to learn better methods for getting children to follow through on projects to completion 2
I need time and ideas of how to display and share work between students to help child acquire feeling of self-worth 3
I need to know how to make kids willing to try new things 4

RESPONSIBILITY

I need to know how to teach staff and children to take responsibility and see this enforced 1-1 4-2 2-3 1-4

PROBLEM SOLVING

I need to develop a more patient, positive attitude toward daily staff and student problems 1
I need to learn how to involve other people in helping me solve my problems 4
I need to know more about students participation in problem solving 1

DECISION MAKING

I need to acquire materials on skills in making decisions 2-1; 1-3; 1-4

GET TO KNOW YOU

More total staff get-togethers - We're feeling a bit isolated, altho' Resource Family meetings are helpful 4

I need more time for staff to get to know each other and work out problems and develop where we are going 1-1; 1-3; 1-4

I need an informal get together with staff and parents 1

I need to get more involved in complete staff activities to know each one individually 1

I need to know the "pressure points" in the school system so when I feel someone needs to know my feelings I'm not expending energy telling someone with no power to act 5

I need to get time for meetings with parents and others with out kids in building 5

We need time to better know the new staff members and share goals, objectives and expectations 5

I need time to meet with the '1' group and also '3' and '2' in order to provide a consistant program in human services 1

MEMORANDUM

TO: Faculty

FROM: Bob Dietrich

Jan. 16, 1976

RE: Needs assessment

The attached pages reflect the average weightings of the entire faculty on each item. The statements have been "reclustered" and are listed therein according to the priority ranking -- the numeral to the left of the statement (8 is the highest).

I will attempt to explain these averages/ priority ranking at the Wednesday, Jan. 21, 8:00 A.M. meeting. We will use the Thursday, Jan. 22, 8:00 A.M. meeting to assemble by the smaller Needs Assessment Groups.

For your information, I've listed below all the needs that had the highest ranking:

1. Need to increase student achievement.
2. Need to deal with the problem of class size.
3. Need for students to be responsible for their actions.
4. Need for teachers to support each other.
5. Need to give attention to both high and low achievers.

BASIC CLASSROOM CONCERNS

Priority			How Important	How Well We Are Doing
8		Need to increase student achievement.	4.75	3.22
7		Need to give building priority to survival skills (reading math, etc.).	4.04	3.54
7		Need increased attention to reading problems.	4.23	3.30
	5	- A. Need curriculum revision - students take reading on interest vs. need.	3.42	3.05
	5	- B. Need survival English for everyone	3 42	3.30
	4	- C. Need to require rdg. in Gr. 8 (1 sem.) and all of Grade 7	3.42	3.24
	3	- D.		
	3	- D. Need to consider For. Lang. requirement in Grade 7	2.76	2.87
6		Need for an adaptive Phy. Ed. Class (for students overweight; less agile; self conscious; less skillful, - concentrate on personal care & individual participation.	3.74	3.60
5		Need to establish a Remedial Phy. Ed. program.	3.07	3.43
5		Need increased attention to math problems.	3.06	2.70
	4	A. Need a more comprehensive program.	3.15	2.63
	4	B. Need continuous progress program.	3.14	2.76
	4	C. Need electives in Math.	2.95	2.73
	3	D. Need to pay attention to the M.A.C.T. scores.	2.97	2.52
		Individualizing:		
	5	A. Need more flexibility.	3.64	2.73
	5	B. Need to preserve electives & elective system.	3.79	2.37
	3	C. Need more experimentation	2.95	2.26

HUMAN RELATIONS

Priority		How Important	How Well Is Are Being
7	Need to help students associate subject with meaningful skills - - see relationships between school and life.	4.11	3.44
6	Need to develop student empathy for other students (HR, SKBP, etc.).	3.95	3.31
5	Need an atmosphere for teachers and students to express true concerns.	3.53	2.68
5	Need to understand the reasons for adversary attitudes toward the teachers and the learning process.	3.51	2.58
5	Need to promote teacher/student groups for out-of-school learning experiences (rock-climbing, tours, etc.)	3.21	3.02
5	Need to accept students with a better teacher attitude toward their needs.	3.86	2.74
5	Need lots of love/humanism (informal interactions with kids - winterim, etc.	3.81	2.93
4	Need more teacher/student activities	3.23	2.86
3	Need a "free" day for students and teachers to discuss school policy, areas of concern, etc. (include "winterim-type" in-building activities).	2.81	2.33

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INTERDEPARTMENTAL

Priority		How Important	How Well We Are Doing
8	Need to support one another.	4.53	3.55
6	Need to have staff input on space allocation. Example: 211, 308, 114, Police Liaison's Office	3.85	3.39
6	Need departments to share with one another.	3.66	3.69
6	Need faculty support groups (awareness, increase communication, special support for new faculty).	3.70	3.20
6	Need for whole-school input into whole-school programs.	3.61	3.22
5	Need to be realistic about teacher expectations and teacher responsibilities.	3.92	2.94
5	Need to learn of other programs in the classes.	3.25	3.07
5	Need to know what services are available to students (dental, support services, etc.).	3.34	3.09
5	Need to raise trust level -- changes that affect the whole school are questioned by staff who distrust motives of department in question.	3.62	2.90
5	Need information about the present individualization of the math program.	3.16	3.16
4	Need more whole-school activities (including planning for auditoriums).	3.16	2.46
4	Need increased feeling of responsibility for "running the school."	3.02	2.57
4	Need grade level meetings	2.93	3.06
4	Need to have teachers have time to get together to share ideas, discuss concerns and problems and get reinforcement - can be small groups.	3.92	2.94
4	Need case conferences - information sharing.	3.22	2.86
3	Need to establish who is responsible for areas of concern and set priorities for those persons.	2.61	2.40

ADMINISTRATIVE PROCEDURES

Priority		How Important	How Well We Are Doing
A. BUILDING			
8	Need to deal with the problem of class size.	4.65	4.07
7	Need direction & follow through from school administration.	4.11	3.22
7	Need to have people solve problems instead of always asking "What can we do?"	4.16	3.46
7	Need to re-evaluate rate of Merrill's population to prevent starting the year with fewer teachers than we need (as happened this year).	4.21	3.26
6	Need to know what we want & that we can change things.	3.93	3.22
6	Need to adapt schedule to make it possible to meet the needs of students as determined by the needs assessment.	3.64	3.07
6	Need to study and consider other schedules (problems of split lunch, transitions).	3.73	3.20
6	Need different approaches to handling behavioral problems (Classes) - time out room? (a place to send a student to consider decisions about future behavior).	3.97	3.28
6	Need to deal with the washroom problems with smoking	3.68	3.74
6	Need to systematize and explain passing procedures.	3.68	3.05
6	Need to consider promotion policies.	3.66	3.52
6	Need to limit teacher preparations-especially when in different subject areas.	3.76	3.60
6	Need to consider how bike guards are chosen/ effective.	3.83	3.07
6	Need Handbook	3.43	3.19
6	A. One rule for all students - consistency -- enforced equally.	3.78	3.09
3	B. Differences within each classroom	2.78	2.84
7	C. School rules/define & consequences-consistant	4.23	3.54
6	D. Staff should "own" rules w/input from students	3.61	3.15
8	E. Students responsible for actions.	4.61	3.71
6	F. Student Council - how can it be involved to formulate rules and regulations?	3.65	3.29

A. BUILDING (Continued)

Priority		How Important	How Well We Are Doing
5	Need to have a clerk to help all teachers.	3.47	3.70
5	Need to restructure beginning & entire daily time schedule; homeroom necessary, different time of day? Extended homeroom time effective? More time with teachers? Note passing time?	3.27	3.20
5	Need to supervise halls in A.M. by (Student Council members) and staff.	3.16	3.14
4	Need inter-school league for non-contact sports.	2.98	3.36
4	Need earlier dismissal time	2.59	2.70
4	Need to follow the defined school day.	2.70	2.55
4	Need longer staff development period.	2.60	2.39

B. CLASSROOM

7	Need to be consistent with students - discipline policies.	4.46	3.50
7	Need to encourage promptness and attendance of students the entire day.	4.41	3.55
7	Need self-discipline.	4.09	3.00
7	Need to inform students of expectations, policies.	4.06	3.33
7	Need to know what is expected of them.	4.11	3.21
5	Need to consider why students not in class - ("game" room, find interests, talk, accommodate truant students).	3.23	3.02
4	Need time to meet physical needs (bathroom breaks, etc.).	3.35	2.90

A. EXISTING

Priority

		How Important	How Well We Are Doing
7	Need to keep the good aspects of many of the things in our teachers' program which we already have.	4.30	3.07
6	Need to keep the field trips, clubs, activities which are part of the school.	4.16	2.70
6	Need E. A. support for our elective system(extra staff).	3.83	3.11
6	Need to understand special programs/persons present at Merrill; what students attend, when, how long and what do they accomplish?	3.69	3.32
5	Need to identify values of existing programs (Career Exploration, Right to Read, etc.).	3.49	3.14
5	Need to keep electives.	3.88	2.80
5	Need to look at 6 & 7 period day - effect on electives, class size.	3.88	2.95

B. PROPOSED

8	Need to give attention to needs of both low and high achievers.	4.51	3.16
7	Need to increase motivation	4.45	3.93
7	Need to raise academic standards and expectations of students.	4.20	3.90
6	Need to consider scheduling students with special needs.	3.80	3.39
6	Need to modify curriculum to meet the different needs of kids.	3.54	3.16
6	Need to consider new programs (or ones that have been implemented for a yr.or so)when new schedules are programmed.	3.74	3.19
6	Need for more materials - especially for teachers new to the building.	3.72	3.04
5	Need flexible scheduling for students who come late; want to stay; have jobs; want to go to school in evening, etc.	3.44	3.13
5	Need better facilities, more equipment, adequate space to provide for increased daily physical activity for students.(Students need daily activities to work off energies...)	3.69	2.95

3/16/76

PROPOSED (Continued)

Priority		How Important	How Well We Are Doing
5	Need to establish a continuous progress curriculum at the Junior High level.	3.53	2.88
5	Need to restructure fourth period to provide "unstructured" time for students, perhaps in concurrence with an activity time/resource centers/Library/ etc.	3.93	2.57
5	Need longer periods for Labs and Phy. Ed.	3.33	3.20
5	Need to generate ownership in new programs by all teachers so that there is concern when there is cutting/trimming of programs	3.37	3.00
4	Need to consider grouping by ability levels.	3.11	2.24
4	Need more 4th hour classes	3.42	2.92

Priority		How Important	How Well We Are Doing
5	Need parent education	3.41	3.00
5	Need a community support pressure group established to discuss & help with problems peculiar to Jr.High the Junior High.	3.16	3.28
4	Need increased communication with community, other staffs, administration.	3.09	2.97

BUDGET

7	Need more equitable distribution of funds among schools.	4.05	3.17
5	Need to encourage securing funds/grants	3.52	2.95
5.	Need more resources available for field trips, busses, personnel.	3.36	3.06
5	Need to fund basics like special programs.	3.45	3.34
4	Need to lease a bus for the school.	2.28	3.12

EDUCATION INNOVATION

7	Need training to deal with special problems (low ability, perceptual problems, behavior problems).	4.09	3.61
5	Need training for Math Teachers in how to teach special ed. students.	3.20	3.02
5	Need to have periodic mini-interest courses (individual teachers, students, community, sr. citizens, etc.)	3.02	3.09
5	Need opportunity to observe other schools, programs, workshops	5.41	3.09
3	Need to inform staff members of educational conferences, etc.	2.88	2.67

TEACHER CENTER

6	Need provisions for funds for planning and writing during the summer	3.64	3.36
6	Need time/funds to re-write programs	3.56	3.20
3	Need more involvement with Teacher Center	2.55	2.65
3	Need to better use the Teacher Center	2.66	2.68

PARA PROFESSIONAL

Priority		How Important	How Well We Are Doing
7	Need more aides	4.21	3.35
6	Need to have teacher aides help in classroom.	3.59	3.59
5	Need to encourage outside help: (WISE/GISE, parents, interim college help, peer experience, someone to coord.).	3.42	3.26
5	Need to have aides in resource rooms.	3.43	3.02
5	Need to have teacher aides allocated on per pupil basis throughout all schools	3.75	2.79
4	Need to organize WISE/GISE so all teachers benefit.	3.02	2.88

HOUSEKEEPING

6	Need to update the control of room temperatures.	3.60	3.70
4	Need to re-evaluate space in building - too little room/too much room for some departments	3.33	2.40
4	Need areas where students can do independent work - - the library, B-3 and Rm.114 are not always adequate.	3.31	2.45
3	Need to consider possibilities for multiuse of the lunchroom and auditorium	2.93	2.62
3	Need for teaching areas in the Lab class rooms, especially in the Home Economics rooms (areas such as those in 106 & 108).	2.90	2.55
2	Need to improve acoustics in halls - acoustical tile on ceilings.	2.44	2.84

TUESDAY SCHEDULE

3	Need to reschedule Tues. release (1 full day per mo.).	2.93	2.93

MEDIA CENTER

4	Need to provide storage for software in the media center - enlarge media center.	3.09	2.50